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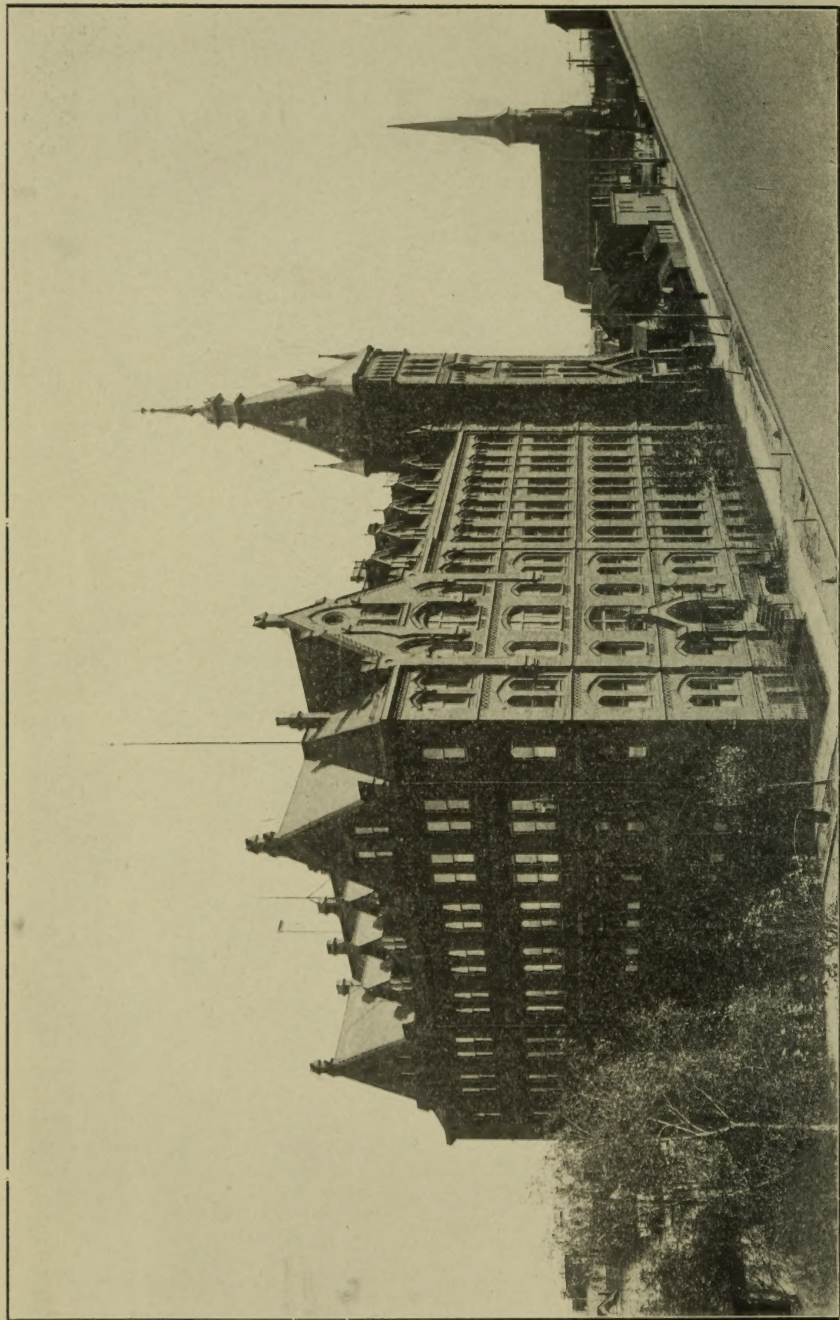


St. Ignatius College

Cleveland, Ohio



1911 — 1912



ST. IGNATIUS COLLEGE, CLEVELAND

A. M. D. G.

UNIVERSITY OF ILLINOIS

Catalogue

PRESIDENT'S OFFICE

OF

St. Ignatius College

Cleveland, Ohio

1911-1912



CLEVELAND
CATHOLIC UNIVERSE PUB. CO., CAXTON BLDG.



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General Information

St. Ignatius College, conducted by the Fathers of the Society of Jesus, was opened for the reception of day-scholars on the 6th of September, 1886. It was incorporated by the Secretary of State, December 29, 1890, with the power to confer such academic degrees and honors as are conferred by colleges and universities of the United States.

The legal title of the college for the purpose of bequests and donations is

ST. IGNATIUS COLLEGE OF CLEVELAND, OHIO.

Loyola High School, situated on the corner of Cedar Avenue and East 106th Street, was established as a branch of St. Ignatius College in September, 1907. The course of studies is the same as that followed in the High School (Academic) Department of St. Ignatius College.

Moral Training

In its moral training the College aims at building the conscience of its students for the right fulfilment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for this fulfilment; and, as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. The Catholic students are required to attend the classes in Christian Doctrine, to be present at the Chapel exercises, to make an annual retreat and to approach the Sacraments at least once a month.

Discipline

Though the government of the Institution is mild rather than severe, yet, for the maintaining of order and discipline, without which there can be no training nor development of character, the students are required to be obedient, earnest in study, punctual, and refined of manner; any serious neglect in these essential points rendering the offender liable to effective correction and even to dismissal.

For faults committed outside the premises, the officers of the College do not consider themselves responsible, as students cease then to be under their jurisdiction; still, in justice to the reputation of the College, the authorities will hold students strictly accountable for offenses of this nature.

Sessions

The Academic year consists of one session, beginning on the first Monday of September and ending on or about June 21, when the Annual Commencement, the Conferring of Degrees and the Distribution of Premiums take place. The *session* is divided into two *terms* — the first ending on the first of February and the second on or about June 21.

Examinations

A thorough examination of all classes is made at the close of the year. There is a special mid-year examination for the Philosophy Class (Senior and Junior Years) in all the branches

of the class, and the averages made by the students are publicly announced at the February Distribution. In all other classes of the College and Academy quarterly competitions are held. The final examination covers the work from February 1.

Class Standing

The student's progress is indicated by the combined results of the competitions, mentioned above, and his class-work. "*Class Work*" is the record of the student's attendance and of his satisfactory work during the hours of class. It counts half, equally with the competitions, in his standing. Markings are on the scale of 100. An average below 75 shows an unsatisfactory standing; an average below 67 is failure to pass.

Parents and guardians should observe that absence and tardiness, even though excusable, affect the class-work and, consequently, the student's standing and his chances for promotion.

Reports

Weekly reports are given respecting the students' conduct, application and attention; parents are requested to sign these reports and to see that they are returned to the College.

After each set of competitions, with the exception of that held in April, a report of the student's standing is sent to the parents or guardian. The Vice-President should be notified if the reports are not received in due time.

Promotions

Promotions to a higher grade are regularly made at the beginning of the academic year; but they will be made at any time when the student's progress justifies them. Students who fail in two principal branches in the final examinations will not be promoted.

Degrees

The successful completion of the College course entitles the student to the degree of Bachelor of Arts.

The degree of Master of Arts can be obtained by devoting a further year to the study of Philosophy in the College, or two

years to professional studies, together with a written thesis on a subject assigned by the President of the College.

Honorary degrees may be conferred at the discretion of the Board of Trustees upon those who have deserved well of the community in Literature, Science, or the Professions.

Honors and Prizes

Every quarter the combined competition and "class-work" record is publicly proclaimed, and honors are awarded to the leaders.

The honors and prizes awarded at the end of the year are determined by the recitations of the entire year and the competitions. To the student making the highest average in the collective branches of his class a gold medal is awarded. Those whose average is 90 per cent and upward merit the distinction of first honors; and those whose averages are between 85 and 90, second honors. Besides these incentives to study, special mention is made in the catalogue of those who have obtained leading places in the various branches of the classes in the Academic Department.

Special Prizes

Intercollegiate English Prize

A purse of \$100 (\$50 for the first prize, \$20 for the second, \$15 for the third, \$10 for the fourth, and \$5 for the fifth) is offered yearly by Mr. D. F. Bremner, of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit Colleges of the Missouri Province, which are:

St. Louis University, St. Louis, Mo.
St. Xavier College, Cincinnati, Ohio.
St. Ignatius College, Chicago, Ill.
St. Mary's College, St. Marys, Kan.
Creighton University, Omaha, Neb.
Detroit University, Detroit, Mich.
Marquette University, Milwaukee, Wis.
Sacred Heart College, Prairie du Chien, Wis.
St. Ignatius College, Cleveland, Ohio.
St. John's University, Toledo, Ohio.

Intercollegiate Latin Prize

For the best Latin essay from competitors of the same colleges, a gold medal is offered by Very Rev. R. J. Meyer, S. J., Provincial.

General Regulations

1. ATTENDANCE.—As regular attendance is an important element in class standing and an essential condition for successful work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, for tardiness, or for permission to withdraw before the close of the daily session, a note from the parent or guardian will invariably be required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitations or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal.

2. HOME STUDY.—All the endeavors of the Faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately twenty-five hours each week are spent in class work; and to prepare the recitations and exercises for this work, as well as to review the matter previously seen, at least fifteen hours of home study each week, or from two to three hours daily, are required. Parents and guardians are, therefore, respectfully urged to insist on this application.

SCHOOL HOURS—Doors open every morning at 8:00 o'clock, standard time. All students are expected to be present at 8:25 o'clock, the time to go to Chapel for hearing Mass.

Class hours are from 9:00 A. M. to 11:45 A. M., and from 12:45 to 2:55 P. M. To excuse late arrival, be it on account of great distance or for any other reason, special arrangements must be made with the Prefect of Discipline.

HOLIDAYS—Thursday is the weekly holiday. Other holidays are: All holy days of obligation, the national holidays, Christmas and Easter vacations.

Boarders are not admitted. Respectable boarding-houses can be recommended by the College authorities to students not living in the city.

It is highly important that all the students be present on the day of reopening, as the regular class work begins at once. Not only do students suffer greatly by missing the introductory lessons of their respective classes, but in consequence thereof great inconvenience is caused to the teachers. It is, therefore, expected that all students present themselves on the day of reopening. *Late-comers and those leaving before the close of the scholastic year, cannot compete for class honors.*

3. COMMUNICATIONS.—Due notice should be given to the President or to the Vice-President of a change of residence, or of the contemplated withdrawal of a student.

Terms

As the institution is not endowed, it is entirely dependent for its support on the fees paid for tuition.

Entrance fee, \$5.

Tuition, per session of ten months for all classes, \$50.

Students of Chemistry and Physics pay \$10 per session for the use of the apparatus.

Diplomas for Graduates in the Classical Course, \$5.

Payments must be made quarterly or semi-annually in advance. The account for tuition dates from the day of the student's entrance. No deduction is allowed for absence, save in case of dismissal or protracted illness. The session is divided into quarters, beginning respectively about the 1st of September, the 15th of November, the 1st of February and the 15th of April.

Scholarships

(A scholarship consists of a donation of \$1,250.)

The Rev. E. W. J. Lindesmith Scholarships (two), founded by the Rev. E. W. J. Lindesmith.

The Rev. E. M. O'Callaghan Scholarships (two), founded by the Rev. E. M. O'Callaghan.

The St. Aloysius Scholarships (six), founded by the late Rt. Rev. Msgr. Felix M. Boff.

The Mary I. Sexton Scholarship, founded by Mrs. Mary I. Sexton, Chicago, in memory of her parents, John F. and Catherine Lyons.

The Rev. Michael Zoeller, S. J., Golden Jubilee Scholarship, founded by St. Mary's Parish.

The Elizabeth Schweitzer Scholarship, founded by Mrs. Elizabeth Schweitzer.

The Philip Marquard Scholarship, founded by Mr. Philip Marquard, for a student studying for the priesthood.

The Rev. Hippolyt Orlowski Scholarships (two), founded by the late Rev. Hippolyt Orlowski, of Berea, Ohio.

One year scholarships for the year 1911-1912 were donated by:

Rev. Joseph F. Smith, Cleveland, (two).

A. J. and J. A. Diebolt, Cleveland, (one).

Two scholarships for the four years of the High School (Academic) course are offered by the President of the College to the two boys of the parochial schools of Cleveland and vicinity, who obtain the highest marks in a competitive examination on June 22.

Competitive Scholarships

Conditions of the Contest

1. Two Scholarships will be awarded.
2. The Examinations will be held on Saturday, June 22, 1912, at 9 A. M., in St. Ignatius College, Carroll Avenue and West 30th Street.
3. Each applicant must have been a pupil of a parochial school in the Diocese of Cleveland during the whole session of 1911-12.
4. No school will be awarded more than one scholarship.
5. Any boy of the eighth grade will be eligible to take the examinations. These scholarships mean free tuition during the four years of the High School course. Without a scholarship the tuition would cost \$50 a year, or \$200 for the four years. With the scholarships there will be no expense except the cost of the necessary books and stationery. One of these scholarships is, therefore, equal to a prize of \$200 to a boy who is ambitious to acquire an education.

Matter of Examination

ENGLISH. 1. Grammar—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences. 2. Composition—A short letter or narrative to test the candidate's ability to write grammatical English.

ARITHMETIC. Fractions, common and decimal; denominate numbers; measurements; percentage, including commission, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

HISTORY. Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

GEOGRAPHY. Division of the world into continents; political division of the continents; form of government of each country, its chief cities, its great rivers and products, etc.

Acknowledgments

The President and Faculty wish to express their grateful appreciation of favors received during the year. The following benefactors are worthy of special mention:

DONORS OF SCHOLARSHIPS:

Rt. Rev. Msgr. Felix M. Boff.

Rev. Hippolyt Orlowski.

DONORS OF ONE YEAR SCHOLARSHIPS:

Rev. Joseph F. Smith (two).

A. J. and J. A. Diebolt (one).

Dr. B. Louis Spitzig: Howell's Physiology and sets of microscopic slides on Histology and Pathology.

The United States Government and the State of Ohio: Various official publications.

By the will of Catherine Schaefer, of Wooster, Ohio, St. Ignatius College will receive in property and cash about two thousand five hundred dollars.

The College

UNIVERSITY OF ILLINOIS

Officers

PRESIDENT'S OFFICE

REV. JOHN B. FURAY, S. J.,
PRESIDENT.

REV. L. KELLINGER, S. J.,
VICE-PRESIDENT, PREFECT OF STUDIES AND DISCIPLINE.

REV. JOHN B. NEUSTICH, S. J.,
TREASURER.

REV. FRANCIS S. BETTEN, S. J.,
LIBRARIAN.

REV. MICHAEL ZOELLER, S. J.,
CHAPLAIN.

Faculty

REV. JOHN B. FURAY, S. J.,
EVIDENCES OF RELIGION.

REV. FRANCIS J. HAGGENEY, S. J.,
MENTAL AND MORAL PHILOSOPHY, LITERATURE.

REV. JAMES J. DOYLE, S. J.,
SOPHOMORE CLASSICS, LITERATURE, FRENCH.

REV. JOHN M. CUNNINGHAM, S. J.,
FRESHMAN CLASSICS, LITERATURE, ELOCUTION.

MR. FRANCIS J. GERST, S. J.,
PHYSICS AND MATHEMATICS.

MR. JOHN E. KNIPSCHEER, S. J.,
CHEMISTRY AND MATHEMATICS.

REV. FRANCIS S. BETTEN, S. J.,
HISTORY AND FRENCH.

REV. FREDERICK L. ODENBACH, S. J.,
BIOLOGY, CURATOR OF MUSEUM, DIRECTOR OF METEOROLOGICAL OBSERVATORY.

The College

The College Course extends through four years and embraces instruction in the departments of Philosophy, Language, Literature, History, Science, and Mathematics. The aim of the course is to give the student a complete liberal education, which will train and develop all the powers of the mind, and will cultivate no one faculty to an exaggerated degree at the expense of the others. The college ideal is not to foster specialization, but to cultivate the mind, to build up and strengthen true character, and to impart that accuracy of thought and reasoning and that breadth of view which must ever be the foundation as well of more advanced scholarship as of eminence in the professions or other stations in life.

To attain this end, the studies prescribed in this course and leading up to the degree of Bachelor of Arts are regarded as fundamental and essential in a liberal education and therefore are not left to the student's option. It is especially to be noted that practically all the studies in the Freshman and Sophomore years are prescribed. Only in the Junior and Senior years do some of the studies become elective.

Requirements for Admission

1. All applicants for admission to St. Ignatius College must give satisfactory evidence of good moral character.

2. Candidates who have satisfactorily completed the course prescribed by St. Ignatius Academy will be admitted without examination.

3. Graduates from other Academies or High Schools will be admitted without examination, if they present evidence that they have completed the work required by the course of St. Ignatius Academy, as set forth in the catalogue, page 32 *et seq.*, or its equivalent.

4. All other applicants for admission, who wish to enter as candidates for the B. A. degree, will be required to pass a satisfactory examination in the following subjects:

LATIN. *Authors:* Cæsar's Gallic War, four books; Nepos' Lives (6) may be taken in place of two books of Cæsar; Cicero's

orations against Catiline and for Archias; Cicero's De Senectute and Sallust's Catiline or Jugurthine War may be taken as substitutes for three of the above orations. Virgil, four books of the Aeneid or their equivalent from the Eclogues, Georgics and Ovid's Metamorphoses.

Grammar and Composition: The examination in grammar and composition will require a thorough knowledge of the entire Latin grammar together with such facility in writing Latin prose as is acquired by one who satisfactorily completes the course of exercises prescribed by St. Ignatius Academy. This course is based on Arnold's Latin Composition, for which see Catalogue of St. Ignatius Academy, page 32.

GREEK. *Authors:* Xenophon's Anabasis, four books, or their equivalent; Homer's Iliad or Odyssey, one book.

Grammar and Composition: The examination in grammar will require a thorough knowledge of etymology, of the syntax of cases, the rules of concord and prepositions. The theme will be based on Xenophon and will test the candidate's ability to translate into Greek simple sentences with special reference to the use of the forms, particularly of the irregular verb, and the common rules of syntax.

ENGLISH. *Texts prescribed for reading and study:* Two plays of Shakespeare, Burke's Conciliation with the Colonies or American Taxation; Irving's Sketch Book; one essay of Macaulay; Scott's Lady of the Lake; Goldsmith's Deserted Village; Tennyson's The Passing of Arthur; Lowell's Vision of Sir Launfal; Coleridge's Ancient Mariner.

The applicant should make himself familiar with the character, the plot, incidents and characteristic diction of each work. Equivalents will be accepted.

Rhetoric and Composition: The applicant will be examined on the principles of Rhetoric as set forth in Thorndike's Elements of Rhetoric, or in a work of equal standing. The composition will test the candidate's ability to write clear, idiomatic English. The subject will be taken from his experience and observation, or from the books he presents for examination. The spelling and

punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

MATHEMATICS. Algebra to Indeterminate Equations, included. Plane and Solid Geometry. Plane Trigonometry.

HISTORY. Oriental and Greek History; Roman History to the Fifth Century A.D. History of the United States; Modern History.

CIVICS. Macy's Lessons in Civil Government.

College Course

Freshman Class

The object of this class is the cultivation in a special manner of literary taste and style, which is to be effected chiefly by the study of the best poets and prose writers. The Greek and Latin classics are studied for this purpose, together with such English writers as are noted for the highest qualities of literary substance and form. Special emphasis is laid on the study of poetry. Moreover, in this class, as in the others of the course, the literary work is supplemented by that training in Mathematics, Science and History which is required by a liberal education.

For the prescribed studies, see schedule of studies, page 18 *et seq.*

Sophomore Class

The work of this year centers on the study of Oratory and Historical composition. The nature and types of oratory, principles of argumentation, the nature and requirements of historical writing, are thoroughly investigated,—the best models, ancient and modern, forming the subject matter of study. Thus, while perfecting literary taste, the class is intended to develop that grasp and perspective of structure without which composition on a large scale is impossible.

For the required studies, see page 18 *et seq.*

Junior Class

The object of this class is to form the mind to habits of correct reasoning and to impart sound principles of philosophy. Logic and Rational Philosophy, including such topics as being, causality, the nature of matter; the human soul, its nature, origin, operation, etc., are the chief subjects of study. The additional training received from the study of the history of Philosophy and various literary topics is by no means neglected.

For the required studies, see page 18 *et seq.*

Senior Class

The study of Philosophy is continued this year in courses on the two important subjects of Natural Theology and Ethics.

These courses, treating of the existence of God, the origin of moral obligation, the natural law, duties and rights, etc., form the crowning work of a liberal education. Their aim is to teach sound principles of conduct, to give the students clear ideas on the purpose and destiny of man, and on the problems of life and their solution, as furnished by ethical principles.

For the required studies, see page 18 *et seq.*

Course of Studies

The number of periods indicates the amount of time given to a subject per week. A period, unless otherwise specified, stands for fifty minutes.

Latin

FRESHMAN CLASS. (Five periods of 60 minutes each.)

Precepts: A thorough review of Latin prosody and versification.

Authors,—first term: Horace, *Ars Poetica*; Virgil, *Aeneid*, Bks. VI and XII. Livy, Bks. I and XXI.

Second term: Livy, Bks. XXI, XXII; Horace, *Select Odes*.

Sight Reading: Selections from *Christian Hymnology*; Livy.

Practice,—both terms: Bradley's *Aids to Writing Latin Prose*, Part I, and selections from Part II to Exercise 60. Two themes a week. A theme in imitation of the prose authors studied about every fortnight.

Memory: From the authors read in class.

SOPHOMORE CLASS. (Five periods of 60 minutes each.)

Authors,—first term: Cicero, *Pro Lege Manilia* or *Pro Milone*; Horace, *Select Odes* and *Epodes*.

Second term: Horace, *Epistles* and *Satires*; Cicero, *Pro Ligario*; Tacitus, *Agricola*.

Sight Reading: Selections from the authors assigned above; Tacitus, *Germania* or *Annals*; Selections from the *Latin Fathers*.

Practice,—both terms: Bradley's *Aids*, selections from Part II, from Exercise 50 to the end of the book. Two themes a week.

One composition every fortnight in imitation of the authors studied. Off-hand translation from English into Latin.

Memory: Select passages from the authors read.

JUNIOR CLASS. (Three hours.)

Authors,—first term: Cicero, *Quæstiones Tusculanæ*; Plautus, *Duo Captivi*; History of Latin Literature, Mackail for reference. Essays in Latin, Bradley's Aids.

Second term: Cicero, *Quæstiones Tusculanæ*, continued; Pliny, Letters; Juvenal, Selections; Selections from the Latin Fathers. Essays in Latin.

Greek

FRESHMAN CLASS. (Five periods.)

Precepts,—first term: The syntax of the verb repeated; general rules of quantity in connection with the author; the Homeric dialect, cf. Kægi-Kleist, Nos. 209-215. A brief sketch of Greek Epic and Lyric poetry. Cf. Jebb's Classical Greek Poetry.

Second term: The precepts of the first term thoroughly repeated.

Authors,—both terms: Plato, *Apology* or *Crito*; Homer, *Odyssey*; Selections from Bks. V to XII. Lyrics selected from the various Greek poets—Sappho, Simonides of Ceos, Pindar (*Olympian XII* or selections from a longer ode), Meleager. Cf. Garvy's *Anthology*.

Sight Reading,—both terms: The New Testament or selections from the authors read in class.

Practice,—both terms: A written theme once a week, based on the authors studied and illustrating the syntax of Attic Greek; or Kægi-Kleist *Exercise Book II*, Nos. 52-66.

Frequent written reviews in class.

SOPHOMORE CLASS. (Five periods.)

Authors,—first term: Homer, *Iliad*, select passages, structure of the poem. Demosthenes' *Philippic I* or *III*. Analysis of first or third *Philippic* to be seen in detail.

Second term: Demosthenes on the Crown with detailed analysis; Sophocles, *Antigone*, *Oedipus Tyrannus* or *Oedipus Coloneus*.

Sight Reading,—both terms: The New Testament or St. Chrysostom, Eutropius, or St. Basil.

Practice,—both terms: Easy themes built on sentences in the text, once a week. Frequent written reviews.

JUNIOR YEAR. (Three periods.)

Authors,—both terms: Plato, Phædo—Analysis; Keep's Stories from Herodotus, Aeschylus, Prometheus Bound or Agamemnon.

English

FRESHMAN CLASS. (Five periods.)

Precepts: Literary Aesthetics; Theory of the Beautiful, of the Sublime; Taste; Imagination; Theory of Literature. Poetics: Nature and kinds of poetry; elements of poetic substance and form; characteristics of Lyric and Epic Poetry. Fiction: Constructive principles of story-writing; elements of Fiction, viz., plot, character, situation, purpose; Realism and Romanticism in Fiction; development of the English Novel.

Text-book: Coppins' Introduction, with Professor's Notes.

Texts for Study: Newman's Lecture on Literature and Essay on Aristotle's Poetics; Selections from Newman, Ruskin, De Quincey, Milton, Coleridge, Wordsworth, Keats, Tennyson, De Vere.

History of English Literature and Criticism. Anglo-Saxon, Semi-Saxon, Old English and Middle English Periods; The Elizabethan Age; The Transition Period; The Classical Age.

Text-book: Jenkins' Handbook of English Literature.

Practice: One composition a week on subjects chiefly literary.

SOPHOMORE CLASS. (Five periods.)

Precepts: Oratory; Nature and types of oratory; division of the oration; style in public speaking; methods of oratorical composition; principles of argumentation.

Text-book: Coppins' Art of Oratorical Composition.

History: Principles of historical composition; ethical requirements of history; representative English and American historians.

Texts for Study: Burke's speech on American Taxation and Address to the Electors of Bristol; Webster's Reply to Hayne and speech in the Knapp Trial, Commemorative Address on Adams and Jefferson; Newman's Second Spring.

History of English Literature and Criticism: The Romantic School of the Nineteenth Century; American Literature.

Text-book: Jenkins' Handbook of English Literature.

Practice: One composition a week. Analysis and criticism of speeches.

JUNIOR CLASS. (Four periods.)

Precepts: The Drama: Laws and Technique; Theory of the Tragic; of the Comic.

Texts for Study: Shakespeare's Plays; Interpretation, critical and comparative study.

Practice: One composition a week or every fortnight. Essays, critical and philosophical.

SENIOR CLASS. (Four periods.)

Precepts: Theory of expository writing; the critical and philosophical essay; stylistic and structural requirements; historical development of the English essay.

Texts for Study: Essays of Macaulay, Newman, Brownson, Archbishop Spalding, etc. Analysis and comparative study of essays, with the emphasis laid on substance and structural organization.

Practice: One composition a week or every fortnight. Subjects chiefly critical and philosophical.

Mathematics

Text-books: Wentworth's Complete Algebra and Analytical Geometry; Murray's Calculus.

FRESHMAN CLASS. (Three periods.)

First term: Algebra, c. 22, Choice, etc., to end of book.

Second term: Analytical Geometry, four chapters to Parabola excl.; supplementary propositions.

SOPHOMORE CLASS. (Three periods.)

First term: Analytical Geometry, Parabola to end of book.

Second term: Calculus.

JUNIOR CLASS. (Two periods.)

Both terms: Calculus continued and finished.

Astronomy

SENIOR CLASS. (Two periods.)

Both terms: Young's General Astronomy.

History

FRESHMAN CLASS. (Three periods.)

Both terms: Guggenberger's History of the Christian Era,
Vol. II.

SOPHOMORE CLASS. (Three periods.)

Both terms: Guggenberger's History of the Christian Era,
Vol. III.

JUNIOR CLASS. (One period.)

Both terms: Turner's History of Philosophy.

SENIOR CLASS. (One period.)

Both terms: Turner's History of Philosophy.

Chemistry

FRESHMAN CLASS. (Five periods.)

Both terms: Alexander Smith's General Chemistry for Colleges.

Physics

SOPHOMORE CLASS. (Five periods.)

Both terms: Millikan and Gale, First Course in Physics, or
Carhart and Chute.

JUNIOR CLASS. (Four periods.)

Both terms: Millikan's Short University Course in Physics.

Philosophy

JUNIOR CLASS. (Eight periods.)

Dialectics; Applied Logic; General Metaphysics; Cosmology; Psychology.

SENIOR CLASS. (Five periods.)

Natural Theology and Ethics.

Text-books and References: Philosophy: Russo, Stonyhurst Series, Hill, Poland, Coppens; Ethics: Jouin, Russo, Hill, Coppens, Poland, Cathrein.

Evidences of Religion

FRESHMAN CLASS. (Two periods.)

The Church as a Means of Salvation; The Last Things; The

Christian's Duties Toward God, etc., Wilmers, pp. 379 to 493, the part from p. 399 to p. 422 excl. being omitted.

SOPHOMORE CLASS. (Two periods.)

Grace; The Sacraments, etc., Wilmers, pp. 279 to 379.

JUNIOR CLASS. (Two periods.)

The Creation of the World; the Various Grades of Creation, etc., Wilmers, pp. 200 to 279; Christianity a Revealed Religion, etc., pp. 1 to 77.

SENIOR CLASS. (Two periods.)

The basis of Morality; Law as the Objective Norm of Human Actions, etc., Wilmers, pp. 399 to 421; The Constitution of the Church, etc., Wilmers, pp. 77 to 200.

Public Speaking

One period a week in all classes except Senior class.

Required Studies

In the first two years of the college course, all the studies mentioned in the schedule, page 18 *et seq.*, are prescribed, except Mathematics (Analytical Geometry and Calculus).

In the Junior year the prescribed studies are: English, Logic, Metaphysics, Psychology and Evidences of Christianity; a total of fourteen hours.

In the Senior year the required studies are: English, Theodicy, Ethics and Evidences of Christianity; a total of eleven hours.

Electives

Eight hours a week in the Junior and eleven hours a week in the Senior year must be devoted to electives. These are to be taken from the following list, with the approval of the Dean of the College:

Mathematics (Analyt. Geometry).

Mathematics (Calculus).

Astronomy.

Political Economy.

History of Philosophy.

Greek (Junior Year only).

German, French.

Latin (Junior Year only).

Pedagogy.

Geology.

Chemistry (analytical).

Chemistry (organic).

Biology.

Physics.

Public Speaking.

Descriptive Geometry and Mechanical Drawing, etc., etc.

General Biology

1. Cytology. 2. Histology. 3. Anatomy and Physiology of the Animal. 4. Practical Microscopy. Use of microscope; Hardening; Staining; Mounting.

Two periods per week for two terms; two-thirds laboratory work.

Periods—or Class Hours in College Department

	<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Latin.....	5	5	3	..
Greek.....	5	5	3	..
English.....	5	5	2	2
Mathematics.....	3	3	2	2
Science.....	5 Chemistry	5 Physics	4 Physics	..
Elocution.....	1	1	1	..
Evidences of Religion.	2 ($\frac{1}{2}$ -hr. per)	2 ($\frac{1}{2}$ -hr. per)	2 ($\frac{1}{2}$ -hr. per)	2 ($\frac{1}{2}$ -hr. per)
History.....	3	3	1	1
Philosophy.....	8	8	8	5

Catalogue of Students

(College)

Philosophy (Senior) Class

Bartlett, Chester J.	Mahony, Joseph J.
Kirby, Daniel B.	Savage, Daniel J.
McCann, Joseph	Sibila, Aloysius T. S.
Wolf, Emil E.	

Sophomore Class

Alten, Walter W.	Mazanec, Oldric A.
Anthony, Otto V.	Mooney, Frank G.
Bauer, John	Murphy, Maurice M.
Boehnlein, Francis A.	O'Brien, Harry
Brindley, John H. J.	Preusser, Paul J.
Brug, Joseph	Rath, Raymond G.
Davidson, John S.	Roth, Charles
Dempsey, Raymond A.	Roth, Richard
Desson, Raymond A.	Salett, Edward A.
Filak, John E.	Sibila, Alvin O.
L'Estrange, Ralph T.	Slaby, Wenceslas A.
McKeon, Bernard J.	Vogel, Thomas
Young, Francis A.	

Freshman Class

Brandenstein, Joseph B.	Marquard, Walter E.
Brennan, Frank P.	Masek, Francis J.
Brigham, E. Thomas	Meehan, John J.
Donze, Albert M.	Mielcarek, Dominic
Frey, John H.	Mueller, William C.
Gunning, Thomas	O'Brien, Edmund
Haley, James P.	Perrier, Clarence J.
Hallisy, James E.	Pollokowski, John
Heffernan, Joseph P.	Roshetko, Andrew J.
Hogan, Thomas F.	Schwartz, Edward F.
Hurley, Joseph P.	Shaughnessy, John
Hynes, Michael J.	Smith, Paul
Koster, Carl J.	Spisak, Joseph B.
McDonough, Charles W.	Stevenson, M. Leo
McGlynn, Francis J.	Walsh, Victor
Manning, Robert E.	Whitehead, F. Norman

Twenty-Sixth Annual Commencement

OF

St. Ignatius College**June 21, 1912**

The Degree of Master of Arts was conferred upon

WILLIAM J. RADDATZ, A. B., '01.

JOHN A. TOOMEY, A. B., '10.

The Degree of Bachelor of Arts was conferred upon

Chester J. Bartlett

Daniel B. Kirby

Joseph McCann

Joseph J. Mahony

Daniel J. Savage

Aloysius T. S. Sibila

Emil E. Wolf

The Highest Honors of the Graduating Class were merited by

CHESTER J. BARTLETT.

Donor of Medal: Very Rev. John P. Michaelis.

College Prizes

Annual Intercollegiate Latin Contest

April 10, 1912

The students of the Sophomore and Freshman Classes of the ten Jesuit Colleges of the Missouri Province (page 7) took part in this contest.

Subject: "Burial of Julius Caesar."—Merivale.

The Prize, a Gold Medal, presented by Very Rev. R. J. Meyer, S. J., Provincial of the Missouri Province, was merited by

PAUL J. PREUSSER, '13,

St. Ignatius College, Cleveland.

Eighth Place: Ralph T. L'Estrange, '13, St. Ignatius College, Cleveland.

Tenth Place: Albert M. Donze, '14, St. Ignatius College, Cleveland.

Public Debate

The Gold Medal was merited by

DANIEL J. SAVAGE, '12.

Donor of Medal: Mr. Louis I. Litzler.

Elocution

The Gold Medal was merited by

RALPH T. L'ESTRANGE, '13.

Awards

Honors and class standings are determined by the daily recitations and the quarterly competitions of the year. The standard for First Honors is 90 per cent, and for Second Honors, 85 per cent.

Sophomore Class

The Gold Medal

For the Highest Average in the Collective Branches of the Class
was merited by

WENCESLAS A. SLABY, 96.21.

Donor of Medal: Rev. Nicholas Pfeil.

First Honors

Paul J. Preusser, 96.04,
Frank G. Mooney, 92,

John J. Davidson, 93,
Alvin O. Sibila, 90.

Second Honors

Ralph T. L'Estrange, 88,
Maurice M. Murphy, 88,
Raymond G. Rath, 87,
Francis A. Boehnlein, 86,

Raymond A. Dempsey, 86,
Oldric A. Mazanec, 85,
Bernard J. McKeon, 85,
Richard Roth, 85.

Freshman Class

The Gold Medal

For the Highest Average in the Collective Branches of the Class
was merited by

MICHAEL J. HYNES, 97.

Donor of Medal: Rev. Joseph F. Smith.

First Honors

Frank P. Brennan, 96.75,
Robert E. Manning, 92,

James E. Hallisy, 91,
Walter E. Marquard, 91.

Second Honors

John H. Frey, 87,
Charles W. McDonough, 87,
Joseph B. Brandenstein, 85.

Francis J. McGlynn, 86,
Clarence J. Perrier, 86,

Academic (High School) Department

Officers and Faculty

REV. JOHN B. FURAY, S. J.,
PRESIDENT.

REV. L. KELLINGER, S. J.,
PREFECT OF STUDIES AND DISCIPLINE.

REV. JOHN B. NEUSTICH, S. J.,
TREASURER.

REV. CHARLES N. KREMER, S. J.,
FIRST ACADEMIC (FOURTH YEAR).

REV. CHARLES F. WOLKING, S. J.,
MR. JOHN A. BERENS, S. J.,
SECOND ACADEMIC (THIRD YEAR).

REV. AUGUST RUFFING, S. J.,
REV. FRANCIS P. KEMPER, S. J.,
THIRD ACADEMIC (SECOND YEAR).

MR. WILLIAM J. FINAN, S. J.,
MR. STEPHEN OSDOBA, S. J.,
FOURTH ACADEMIC (FIRST YEAR).

REV. FRANCIS S. BETTEN, S. J.,
HISTORY, GERMAN AND CHRISTIAN DOCTRINE.

REV. JAMES J. DOYLE, S. J.,
CHRISTIAN DOCTRINE.

REV. CLEMENT F. MARTIN, S. J.,
HISTORY.

REV. FREDERICK L. ODENBACH, S. J.,
ELEMENTARY SCIENCE.

MR. JOHN E. KNIPSCHER, S. J.,
MR. FRANCIS J. GERST, S. J.,
MATHEMATICS.

Academy or High School

General Statement

The instruction given at St. Ignatius Academy, besides being a preparation for college, aims at imparting an education such as is usually given in the best High Schools and Academies. It comprises four classes, corresponding to the four years' classical course of approved High Schools.

As it is one of the main ends of education to develop in the youthful mind the habit of clear and accurate thinking, much attention is given, the first year or two, to the analysis and synthesis of sentences, and in general, to the study of grammatical rules and principles. This is all the more insisted upon because a thorough knowledge of Etymology and Syntax is the only sound basis for the more advanced work of reading and literary interpretation. For the same reasons, authors are studied with much care and minuteness, with a view to thoroughness rather than to extensive reading in the Latin and Greek authors. A little well thought out is more effective toward true education than a great deal that is ill-digested and imperfectly understood.

Much more stress is laid on the subject of Latin composition than is usual in High Schools, for the reason that the value of the study of Latin, as an educational instrument, rests in no small measure on the work of composition. The reading of Latin, as it is usually practiced, requires comparatively little mental effort; but translation from English into Latin forces thought and reflection. There is scarcely an intellectual process which the young student has to go through that requires more reflection and alertness of mind, a more concentrated attention and a clearer insight into the precise meaning of language than the task of "reproducing in an ancient tongue the thoughts and sentences of modern speech." If Latin deserves to be retained as an instrument of training, Latin composition deserves to be studied well.

In Mathematics and other studies, the programme here set down follows the usual division of subjects in approved High School courses. The course in English is particularly thorough and complete. Gradual and harmonious development on a systematic basis has ever been the aim in the selection and gradation of all these studies.

Requirements for Admission

1. All applicants for admission must give satisfactory evidence of good moral character.

2. Candidates for admission to the first year of St. Ignatius Academy or High School must pass a satisfactory examination in the following subjects, unless they present a certificate of having successfully completed the eighth grade in either parochial or public schools.

ENGLISH. 1. Grammar.—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

2. Composition.—A short letter or narrative to test the candidate's ability to write grammatical English.

ARITHMETIC. Fractions, common and decimal; denominate numbers; measurements; percentage, including commissions, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

HISTORY. Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

GEOGRAPHY. Division of the world into continents; political division of the continents; form of government of each country, its chief cities, its great rivers and products, etc.

The High School Course

First Year

In this class the study of Latin is begun, the object of the class being to familiarize the student with Latin Etymology. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with the Latin forms. Habits of close observation, of persevering study and of logical method are inculcated. Thus the student becomes conscious of the progress made and acquires confidence in himself. A review of English grammar runs parallel with the study of Latin. This affords an opportunity for illustration and comparison and renders the special English work of the year intelligible and interesting. Efforts are made to develop imagination and the literary sense by the methodic study and imitation of selections from Irving. A booklet has been specially prepared for this purpose. For the prescribed studies of this year see schedule of studies, page 35 *et seq.*

Second Year

During the second year the case constructions of Latin are studied by precepts and practice. Skill in parsing, readiness in the analysis and construction of sentences, are aimed at, together with facility of expression in translation and in the simpler forms of composition. In English, diligent comparison with Latin constructions leads to intelligent discussion of English Syntax, and of the more lengthy and complex English sentences, periodic and otherwise. Hence, particular attention is given to the study and acquisition of the rhetorical qualities of sentences—unity, coherence, etc. Greek is begun. For the prescribed studies, see page 35 *et seq.*

Third Year

The object of this class is to pursue the work begun in the preceding years and to complete the study of grammar, at least in outline. Daily drill and frequent written exercises in Latin

and Greek familiarize the pupil with the forms, structure and idioms of these languages. In English, on the other hand, the aim is to cultivate a sense of discrimination in the choice of words, purity of phrase and idiom, vividness of expression, grasp of structure in the more lengthy themes of a narrative and descriptive character. For the prescribed studies of the year, see schedule of studies.

Fourth Year

The fourth year is devoted to a formal and systematic review of the entire field of grammar. Comparative grammar is made a special feature; the study of Latin and that of Greek go hand in hand; idiom is balanced against idiom; construction compared or contrasted with construction. It is only by thus repeating and dwelling on syntactical principles, by comparing and contrasting them, that the student will become familiar with the highly complex structure of the classic languages and begin to feel something of their real genius. In the matter of translation from Latin and Greek into the vernacular, what is called "literal translation," that is, the rendering of Latin into uncouth and awkward English, is absolutely not tolerated.

In English, the student is further trained in the various species of prose composition, narration, etc., dialogue and letter writing. Considerable attention is given this year to the theory and practice of verse writing, both as an accomplishment in itself and as an aid to the acquisition of an easy, graceful style in prose.

Schedule of Studies

All the studies are prescribed unless otherwise indicated.

The number of periods indicates the amount of time given to a study per week. A period, unless otherwise specified, stands for 50 minutes.

Christian Doctrine

Two one-half hour periods weekly.

FIRST YEAR. Faith—its object, necessity and qualities. The Apostles' Creed. Text-book: Deharbe's Large Catechism.

SECOND YEAR. The Commandments of God, Precepts of the Church, Sin and Virtue. Text-book, as in first year.

THIRD YEAR. Coppens' Systematic Study of the Catholic Religion, Treatise IV, from Grace to end of book.

FOURTH YEAR. Coppens' Systematic Study of the Catholic Religion, Treatise I, The Christian Revelation, to Treatise IV, p. 1 to p. 191.

Latin

FIRST YEAR. (Ten periods of 60 minutes each.)

Precepts,—first and second terms: Etymology; rules of concord of noun; adjective, relative and verb. Bennett's Grammar.

Practice: Short exercises and daily oral drill. The exercises are arranged by the instructor.

Author for second term: Viri Romæ.

Memory: Pupils are required to learn by heart about ten vocables a day. These vocables are used in the daily oral and written exercises.

SECOND YEAR. (Five periods of 60 minutes each.)

Precepts,—first term: First year matter reviewed, including exceptions; irregular, defective and impersonal verbs; adverbs and prepositions.

Second term: Chief rules for cases. Also the grammatical notes in Arnold to No. 177.

Author,—first term: Viri Romæ and Nepos' Lives.

Second term: Nepos' Lives.

Sight Reading, both terms: Parts of authors not seen thoroughly.

Practice: Arnold's Latin Prose Composition revised by Bradley.

Both terms: From the beginning of the book to No. 177; also supplementary exercises, No. 541.

Memory,—both terms: Important verbs with their principal parts as given in Bennett, No. 120, etc., eight or ten a day.

THIRD YEAR. (Five periods of 60 minutes each.)

Precepts,—first term: Review of the syntax of nouns; syntax of adjectives and pronouns.

Second term: Syntax of verbs.

Authors,—first term: Cæsar, de Bello Gallico.

Second term: Cæsar and some of Cicero's Letters.

Second term: Cæsar and some of Cicero's Letters. Or Cicero de Senectute.

Sight Reading: Parts of authors not read thoroughly.

Practice,—both terms: Bradley's Arnold, from No. 177 to No. 382.

FOURTH YEAR. (Five periods of 60 minutes each.)

Precepts,—first term: Review of syntax of nouns, adjectives, pronouns and verbs, to the moods.

Second term: Review of the rest of syntax; word-order, sentence structure, style; Julian Calendar; Prosody: Alvarez.

Authors,—first term: Cicero, In Catilinam, I, III, pro Archia; Ovid's Metamorphoses.

Second term: Virgil's Eclogues; Aeneid, Bks. I, II.

Sight Reading: Selections from Virgil's Eclogues and Georgics or Aeneid.

Practice,—both terms: Bradley's Arnold, from No. 382 to end of book. Review of the more difficult exercises. Translation of connected discourse.

Memory: A few lines from author daily.

Greek

FIRST YEAR. Toward the end of the second term a few hours are devoted to the study of Greek, so as to familiarize the pupil with the alphabet and the pronunciation.

SECOND YEAR. (Five periods.)

Precepts,—both terms: Declension of nouns, regular and irregular; adjectives; the regular verb. Kægi-Kleist's Grammar Nos. 1 to 80.

Practice: Two themes a week; frequent written class exercises; a written review once a week.

Memory: Six or eight words daily.

THIRD YEAR. (Five periods.)

Precepts,—first term: The regular verb repeated; contract verbs, etc. Kægi-Kleist Nos. 80 to 98.

Second term: Irregular Verbs, etc., Nos. 98 to 112, incl.; syntax to cases, Nos. 114 to 131.

Author,—first term: White's First Greek Book or Xenophon, Anabasis.

Second term: Xenophon, Anabasis, Bks. I and II.

Practice,—both terms: A theme twice a week. Frequent written class exercises.

Memory: Word-list from the Grammar and the author.

FOURTH YEAR. (Five periods.)

Precepts,—first term: Syntax of cases; prepositions; tenses, moods, Nos. 131 to 176.

Second term: Moods, clauses, etc.; Nos. 176 to 208.

Author,—first term: Xenophon, Anabasis, Bks. III and IV.

Second term: Homer, Odyssey, B. I.

Sight Reading: Xenophon's Anabasis or Cyropædia.

Practice,—both terms: Two themes a week, built on the words and sentences of Xenophon, and illustrating the rules of syntax.

Memory: Select passages from the author.

English

FIRST YEAR. (Five periods.)

Precepts and Practice: Analysis and sentence-building, punctuation, etc.; occasional practice in letter writing.

Text-book: McNichols' Fundamental English and Ryan's Studies in Irving.

Texts for Study: Irving, The Sketch Book; Hawthorne, Tanglewood Tales; Dickens, Christmas Carols; Goldsmith, De-

sented Village; Longfellow, Evangeline; Whittier, Snowbound; Scott, Lady of the Lake.

Memory: From the authors read in class.

SECOND YEAR. (Five periods.)

Precepts and Practice: The period; development and imitation of periods; the paragraph; constructive principles of the paragraph; analysis and imitation of paragraphs.

Text-books: Donnelly's Imitation and Analysis, and Ryan's Studies in Irving as a companion book for work in composition.

Text for Study: Hawthorne, The Great Stone Face, The Snow Image; Poe, The Gold Bug, The Purloined Letter; Wiseman, Fabiola; Macaulay, Lays of Ancient Rome; Longfellow, Tales of a Wayside Inn; Bryant, Selections; Arnold, Sohrab and Rustum.

Memory: From the authors read in class.

THIRD YEAR. (Five periods.)

Precepts and Practice: Thorndike, Elements of Rhetoric and Composition; Sentences, Words, Good Use.

Texts for Study: Lamb, Select Essays of Elia; De Quincey, Flight of a Tartar Tribe; Newman, Callista; Lafcadio Hearn, Chita; Tennyson, The Holy Grail, The Passing of Arthur; De Vere, Domville's Selections (Burns and Oates); Drake, Culprit Fay; Lowell, Vision of Sir Launfal.

Memory: From the authors read in class.

FOURTH YEAR. (Five periods.)

Precepts and Practice: The four species of prose composition; versification; essays.

Text-book: Thorndike's Elements of Rhetoric and Composition.

Texts for Study: Macaulay, Select Essays; Newman, Prose Selections; Addison, Selections from the Spectator; Burke, Conciliation with the Colonies; Wordsworth, Selections; Moore's Melodies; Shakespeare, Merchant of Venice or Macbeth.

Memory: From the authors read in class.

Mathematics

Text-books: Wentworth's Complete Algebra, Plane and Solid Geometry, Trigonometry and Surveying.

FIRST YEAR. (Five periods.)

First term: Algebra,—from the beginning to Common Factors and Multiples, cc. 1 to 7 excl.

Second term: Algebra,—Common Factors to Simultaneous Equations of the first degree, excl., cc. 7-11. Also Loci of Equations, c. 32.

SECOND YEAR. (Four periods.)

First term: Algebra,—Simultaneous Equations to Indeterminate Equations, cc. 11-16 excl.

Second term: Algebra,—Indeterminate Equations to Choice, etc., excl.

THIRD YEAR. (Four periods.)

First term: Geometry, Bks. I, II.

Second term: Geometry, Bks. III, IV, V.

FOURTH YEAR. (Four periods.)

First term: Geometry, Bks. VI, VII, VIII.

Second term: Plane Trigonometry, cc. 1 to 5 excl.

Instruction in the theory and use of logarithmic tables is given in connection with Plane Trigonometry.

Comparative Zoology

A Study of the Animal Types. Vertebrata, Arthropoda, Vermes, Echinodermata, Codentorata, Protozoa.—Sketching.

Two periods per week for two terms.

Physics

FOURTH YEAR. (Two periods.)

History

FIRST YEAR. (Two periods.)

Oriental and Grecian History. Text-book: Morey's Outlines of Ancient History.

SECOND YEAR. (Two periods.)

History of Rome. Text-book: Morey's Outlines of Ancient History.

THIRD YEAR. (Two periods.)

History of the United States.

Text-books: Montgomery's History of the United States, and Macy's Lessons in Civil Government.

FOURTH YEAR. (Two periods.)

Guggenberger's History of the Christian Era.

Elocution

One period a week throughout the four-years' course.

Periods—or Class Hours in Academic (High School) Department

	<i>1 Year</i>	<i>2 Year</i>	<i>3 Year</i>	<i>4 Year</i>
Latin.....	10	5	5	5
Greek.....	..	5	5	5
English.....	5	5	5	5
Mathematics.....	5	5 (1 Eloc.)	5 (1 Eloc.)	5 (1 Eloc.)
History.....	2	2	2	2
Elocution.....	1	(1 per.of Math.)	(1 per.of Math.)	(1 per.of Math.)
Christian Doctrine....	2 (½-hr.)	2 (½-hr.)	2 (½-hr.)	2 (½-hr.)
Physics.....	2	2	2	2
Zoology.....	2	2	2	2
German.....	2	2	2	2

Catalogue of Students

Academy (High School)—Fourth Year

Bodnar, Joseph A.	Marchant, Thaddeus
Brady, Joseph G.	Maurer, John L.
Brickel, Edward J.	Merrick, Francis J.
Burke, George D.	Miller, Edwin
Cozzens, Francis J.	Murphy, Edward
Cullinan, Martin I.	Murphy, Gerald
Duffy, James J.	Newton, William L. J.
Foy, Thomas J.	Novotny, Edward
Gaffney, Thomas I.	O'Neill, Hugh
Gallagher, Alfred J.	Sazima, Joseph A.
Gallagher, Farrell T.	Schraff, Raymond J.
Gallagher, John F.	Schwarz, Joseph
Gallagher, Owen L.	Scully, Philip A.
Garrett, Leo P.	Seeholzer, Adolph
Kmiecik, Peter	Szabo, John E.
Lucas, Walter H.	Vacek, Jacob
McKenna, William P.	Zizka, John J.

Third Year—Division A

Cowan, John Loren	Kleber, August J.
Delaney, Eugene	Kralik, John J.
Dennerle, George M.	Krisko, Michael
Fox, Clarence E.	Litzler, Louis A.
Funk, Carl	Mulholland, Don S.
Hildebrandt, Robert J.	Smrcina, Edmund F.
Hill, Charles F.	Uebbing, Edmund
Hovorka, Francis	Upmeier, Theodore J.
Ilg, Alphonse J.	Urmetz, Carl Raymond
Kaehni, William	Weigler, Joseph F.

Third Year—Division B

Becka, Francis L.	Miller, William J.
Carrabine, Martin I.	Montgomery, Robert
Dunne, William	Murphy, Albert J.
Hamilton, Paul	Norton, Harry A.
Keane, William	Pavelko, John A.
Kegg, John W.	Quinlivan, Thomas P.
Klafczynski, Bruno	Rechka, Emil
Latchford, J. Sherman	Schelosky, Edmund S.
Lemieux, Alfred J.	Spink, Lynn V.
Malecek, Edward C.	Valvoda, Charles F.

Second Year—Division A

Brickel, Arthur J.	Hlad, Yaro
Burke, Patrick T.	Kalina, Wenceslas
Butterfield, Thomas	Koch, Raymond
Cihak, Charles	Kohler, Harry J.
Chmielinski, Bernard	Novak, George
Czaja, Ferdinand T. J.	Nunn, Charles
Filak, Andrew	Preusser, Norbert J. I.
Fitzgibbon, John T.	Sords, Francis J.
Foerstner, Stephen J.	Sroub, Wenceslas
Gara, William E.	Steiger, Raymond J.
Gerhardstein, Herman J.	Traynor, Leo F.
Habermann, Charles L.	Warth, George L.
Hamrak, John G.	Wasmer, John C.
Heidberg, Joseph A.	Zelevnik, Valerian

Second Year—Division B

Black, Victor E.	Kikel, Edward
Bobal, George	Lawless, Thomas
Brucker, Frank A.	Lynch, Joseph D.
Bungart, Aloysius A.	McBrien, Edward F.
Catalano, Leo C.	McGraw, Edward W.
Chambers, Thomas P.	Madigan, John F.
Coughlin, Lawrence W.	Maloney, Daniel
Culliton, John P.	Mellert, Lawrence J.
Evan, Stephen	Murphy, William J.
Fasse, William	Murray, Edwin J.
Fleming, John H.	Newton, Daniel E.
Gaul, Leroy	O'Donnell, Harry E.
Kelley, John Jos.	Roth, Joseph M.
Kelly, Edward I.	Sommer, Andrew
Kerrigan, Philip B.	Stevenson, Francis J.

First Year—Division A

Bilek, James	McDonnell, John
Cain, Michael	Marvin, Thomas
Cousins, Clement B.	Meehan, George N.
Doran, Thomas J.	Norton, John
Finucan, George T.	O'Neill, James
Fish, Schulyer J.	Pelouch, Joseph
Fowler, Walter J.	Perme, Louis
Gaffney, J. Richard	Radcliffe, Leo F. S.
Gallagher, Ralph A.	Reilly, Philip T.
Homrocky, John	Richards, John L.
Hynes, Martin	Simmerly, Herbert
Keefe, William J.	Slowey, James F.
Kirby, Edmund	Smith, Henry M.
Kirby, Francis E.	Smith, Russell
Kratky, Julius A.	Sommer, Louis
Lane, Frank D.	Sprenck, Paul C.
Lavelle, Joseph	Waszkowski, Boleslas
Lavelle, Martin	Wiegand, Alphonse J.
L'Estrange, William A.	Zoule, Joseph
Litot, Joseph J.	

First Year—Division B

Badarzynski, Adam F.
Baldwin, Don
Bartoszewski, Boleslas J.
Brennan, Francis M.
Burke, J. Clayton
Collins, James J.
Cowan, Thomas
Craft, Raymond E. J.
Gallagher, James M.
Glavich, Joseph B.
Gray, Raymond J.
Grega, Charles
Gromand, Zolton L.
Hannibal, John A.
Hart, William J.
Holan, Charles
Hovancsek, Joseph
Johanek, Frank

Jones, W. A. Raymond
Kaehni, Francis J.
Kerver, William F.
Kirchner, Victor
Kloss, Francis A.
Koelliker, Joseph R.
Laschinger, John T.
Leicht, Jacob
McKeogh, John T.
Madaras, Edward F.
O'Brien, W. Jennings
Pauer, Stanislas
Regner, Leo J.
Riegelsberger, Francis
Seckinger, Albert K.
Snyder, Julius S.
Tooman, James E.

Academic (High School) Prizes

Contests in Elocution

The Gold Medal in the First Section, First and Second Academics,
was won by

FARRELL T. GALLAGHER.

Donor of Medal: Rev. Francis T. Moran, D. D.

The Gold Medal in the Second Section, Third Academic,
was won by

JOSEPH D. LYNCH.

Donor of Medal: Theodore A. Weed, M. D.

The Gold Medal in the Third Section, Fourth Academic,
was won by

WILLIAM A. L'ESTRANGE.

Donor of Medal: Rev. Francis A. Malloy.

First Academic—(Fourth Year)

The Gold Medal for the highest average in the collective branches of the class was merited by

JOSEPH A. BODNAR, 96.

Donor of Medal: Rev. Francis J. Hroch.

FIRST HONORS:

James J. Duffy, 93, Owen L. Gallagher, 93,
Raymond J. Schraff, 92.

SECOND HONORS:

Farrell T. Gallagher, 89, Edward J. Brickel, 85,
William L. J. Newton, 89, Francis J. Merrick, 85,
Gerald Murphy, 85.

Class Standing.

CHRISTIAN DOCTRINE.

First: Joseph A. Bodnar.
Next in Merit: James J. Duffy,
Owen L. Gallagher,
Farrell T. Gallagher,
Raymond J. Schraff.

ENGLISH COMPOSITION.

First and Equal: Joseph A. Bodnar
and Francis J. Merrick.
Next in Merit: Farrell T. Gallagher,
Thomas I. Gaffney.

LATIN.

First: Joseph A. Bodnar.
Next in Merit: Owen L. Gallagher,
James J. Duffy,
Raymond J. Schraff.

HISTORY.

First: Joseph A. Bodnar.
Next in Merit: James J. Duffy,
John F. Gallagher,
Owen L. Gallagher.

GREEK.

First: Joseph A. Bodnar.
Next in Merit: Owen L. Gallagher,
James J. Duffy,
Edward Novotny.

MATHEMATICS.

First: James J. Duffy.
Next in Merit: Jacob Vacek,
Farrell T. Gallagher,
Joseph A. Bodnar.

ENGLISH PRECEPTS.

First: Joseph A. Bodnar.
Next in Merit: William L. J. Newton,
James J. Duffy,
Owen L. Gallagher.

PHYSICS.

First: Joseph A. Bodnar.
Next in Merit: James J. Duffy,
Raymond J. Schraff,
Farrell T. Gallagher.

Second Academic—(Third Year)—Division A

The Gold Medal for the highest average in the collective branches of the class was merited by

GEORGE M. DENNERLE, 94.3.

Donor of Medal: Rev. Anthony Hynek.

FIRST HONORS :

Charles F. Hill, 93.8,	Edmund B. Uebbing, 91,
Edmund F. Smrcina, 93.5,	August J. Kleber, 91.

SECOND HONORS :

William Kaehni, 88,	Michael Krisko, 87,
Louis A. Litzler, 88,	John Kralik, 86.

Class Standing.

CHRISTIAN DOCTRINE.

First: George M. Dennerle.
Next in Merit: Charles F. Hill,
Edmund B. Uebbing,
Eugene Delaney.

LATIN.

First: Edmnud F. Smrcina.
Next in Merit: Charles F. Hill,
Michael Krisko,
August J. Kleber.

GREEK.

First: Edmund F. Smrcina.
Next in Merit: Charles F. Hill,
Michael Krisko,
August J. Kleber.

ENGLISH PRECEPTS.

First: Charles F. Hill.
Next in Merit: George M. Dennerle,
August J. Kleber,
Edmund B. Uebbing.

ENGLISH COMPOSITION.

First: Louis A. Litzler.
Next in Merit: Francis Hovorka,
August J. Kleber,
Theodore J. Upmeier.

HISTORY.

First: George M. Dennerle.
Next in Merit: Edmund F. Smrcina,
Edmund B. Uebbing,
Charles F. Hill.

MATHEMATICS.

First: George M. Dennerle.
Next in Merit: Charles F. Hill,
Edmund F. Smrcina,
Edmund B. Uebbing.

ZOOLOGY.

First: Eugene Delaney.
Next in Merit: George M. Dennerle,
Robert J. Hildebrandt,
Charles F. Hill.

Second Academic—(Third Year)—Division B

The Gold Medal for the highest average in the collective branches of the
class was merited by

MARTIN I. CARRABINE, 95.

Donor of Medal: Rev. Charles J. Moseley.

SECOND HONORS :

John A. Pavelko, 86,	John W. Kegg, 85,
Edward C. Malacek, 86,	Francis L. Becka, 85,
Robert Montgomery, 85.	

Class Standing.

CHRISTIAN DOCTRINE.

First: Martin I. Carrabine.
Next in Merit: Francis L. Becka,
Edward C. Malacek,
John W. Kegg.

ENGLISH COMPOSITION.

First: Martin I. Carrabine.
Next in Merit: Robert Montgomery,
Lynn V. Spink,
John W. Kegg.

GREEK.

First: Martin I. Carrabine.
Next in Merit: John A. Pavelko,
Bruno Klafczynski,
J. Sherman Latchford.

MATHEMATICS.

First: Edward C. Malacek.
Next in Merit: Martin I. Carrabine,
Francis L. Becka,
Robert Montgomery.

LATIN.

First: Martin I. Carrabine.
Next in Merit: John A. Pavelko,
Charles F. Valvoda,
John W. Kegg.

HISTORY.

First: Robert Montgomery.
Next in Merit: Martin I. Carrabine,
Lynn V. Spink,
Edward C. Malacek.

ENGLISH PRECEPTS.

First: Martin I. Carrabine.	First: Martin I. Carrabine.
Next in Merit: Robert Montgomery,	Next in Merit: Alfred J. Lemieux,
John A. Pavelko,	William Dunne,
J. Sherman Latchford.	Charles F. Valvoda.

ZOOLOGY.

Third Academic—(Second Year)—Division A

The Gold Medal for the highest average in the collective branches of the class was merited by

WENCESLAS SROUB, 94.8.

Donor of Medal: Rev. Casimir Reichlin.

FIRST HONORS:

Valerian Zeleznik, 93,	Arthur J. Brickel, 91.2,
Joseph A. Heidelberg, 91.9,	George L. Warth, 90.

SECOND HONORS:

Andrew Filak, 89.7,	Raymond J. Steiger, 88,
John T. Fitzgibbon, 89.3,	Wenceslas Kalina, 87.6,
John G. Hamrak, 88.3,	William E. Gara, 86,
Charles Nunn, 85.	

Class Standing.

CHRISTIAN DOCTRINE.

First: Raymond J. Steiger,
Next in Merit: John T. Fitzgibbon,
Andrew Filak,
Charles Nunn.

LATIN.

First: Wenceslas Sroub.
Next in Merit: Arthur J. Brickel,
Joseph A. Heidelberg,
Valerian Zeleznik.

GREEK.

First: Wenceslas Sroub.
Next in Merit: Arthur J. Brickel,
Valerian Zeleznik,
Joseph A. Heidelberg.

ENGLISH PRECEPTS.

First: Valerian Zeleznik.
Next in Merit: Wenceslas Sroub,
Joseph A. Heidelberg,
George L. Warth.

ENGLISH COMPOSITION.

First: Wenceslas Sroub.
Next in Merit: Arthur J. Brickel,
Raymond J. Steiger,
John T. Fitzgibbon.

HISTORY.

First: Wenceslas Sroub.
Next in Merit: Raymond J. Steiger,
George L. Warth,
Valerian Zeleznik.

MATHEMATICS.

First: Wenceslas Sroub.
Next in Merit: Joseph A. Heidelberg,
Wenceslas Kalina,
Valerian Zeleznik.

Third Academic—(Second Year)—Division B

The Gold Medal for the highest average in the collective branches of the
class was merited by

LAWRENCE W. COUGHLIN, 96.

Donors of Medal: Misses Emma and Kathryn Smith.

FIRST HONORS :

Thomas J. Lawless, 94,
Joseph D. Lynch, 94,
Victor E. Black, 93,

Frank A. Brucker, 90,
Harry E. O'Donnell, 90,
Andrew Sommer, 90.

SECOND HONORS :

John P. Culliton, 87.

*Class Standing.***CHRISTIAN DOCTRINE.**

First: Andrew Sommer,
Next in Merit: Thomas J. Lawless,
Joseph D. Lynch,
Lawrence W. Coughlin.

LATIN.

First: Thomas J. Lawless.
Next in Merit: Lawrence W. Coughlin,
Joseph D. Lynch.

GREEK.

First: Thomas J. Lawless.
Next in Merit: Joseph D. Lynch,
John P. Culliton,
Lawrence W. Coughlin.

ENGLISH PRECEPTS.

First: Lawrence W. Coughlin.
Next in Merit: Victor E. Black.

ENGLISH COMPOSITION.

First: Lawrence W. Coughlin.
Next in Merit: Victor E. Black,
Harry E. O'Donnell.

HISTORY.

First: Lawrence W. Coughlin.
Next in Merit: Edward F. McBrien,
Joseph D. Lynch.

MATHEMATICS.

First: Joseph D. Lynch.
Next in Merit: Victor E. Black,
Lawrence W. Coughlin,
Thomas J. Lawless.

Fourth Academic — (First Year) — Division A

The Gold Medal for the highest average in the collective branches of the class was merited by

THOMAS J. DORAN, 98.

FIRST HONORS :

Louis J. Perme, 93,	John M. McDonnell, 90,
Edmund Kirby, 92,	Walter J. Fowler, 90,
Richard J. Gaffney, 91,	William J. Keefe, 90,
Schuyler J. Fish, 91,	Joseph Pelouch, 90.

SECOND HONORS :

Ralph A. Gallagher, 89,	Alphonse J. Wiegand, 85,
John Homrocky, 89,	Martin Hynes, 85.

Class Standing.

CHRISTIAN DOCTRINE.

First: Thomas J. Doran.
 Next in Merit: Richard J. Gaffney,
 William J. Keefe,
 Ralph A. Gallagher.

BOOKKEEPING.

First: Schuyler J. Fish.
 Next in Merit: Richard J. Gaffney,
 Thomas J. Doran,
 Edmund Kirby.

ENGLISH PRECEPTS.

First: Thomas J. Doran.
 Next in Merit: Walter J. Fowler,
 Louis J. Perme,
 Edmund Kirby.

LATIN.

First: Thomas J. Doran.
 Next in Merit: Louis J. Perme,
 John M. McDonnell,
 Alphonse Wiegand.

HISTORY.

First: John M. McDonnell.
 Next in Merit: John Homrocky,
 Thomas J. Doran,
 Ralph A. Gallagher.

ENGLISH COMPOSITION.

First and Equal: Edmund Kirby and
 Thomas J. Doran.
 Next in Merit: Schuyler J. Fish.

MATHEMATICS.

First: Thomas J. Doran.
 Next in Merit: William J. Keefe,
 Richard J. Gaffney,
 Louis J. Perme.

Fourth Academic—(First Year)—Division B

The Gold Medal for the highest average in the collective branches of the class was merited by

RAYMOND E. J. CRAFT, 98.5.

FIRST HONORS :

Raymond J. Gray, 96,	Francis Riegelsberger, 92,
Charles Holan, 96,	John F. McKeogh, 92,
Edward F. Madaras, 94,	John T. Laschinger, 92,
James M. Gallagher, 94,	Francis J. Kaehni, 91,
Frank Johanek, 93,	Julius S. Snyder, 90.
Joseph B. Glavich, 92,	

SECOND HONORS :

Leo J. Regner, 89,	Adam Badarzynsky, 86,
Charles A. Grega, 87,	Stanislas Pauer, 86,
William Jennings O'Brien, 85.	

*Class Standing.***CHRISTIAN DOCTRINE.**

First: Joseph B. Glavich.
 Next in Merit: Raymond J. Gray,
 Raymond E. J. Craft,
 Charles Holan.

LATIN.

First: Raymond E. J. Craft.
 Next in Merit: Charles Holan,
 James M. Gallagher,
 Joseph B. Glavich.

ENGLISH PRECEPTS.

First: Raymond E. J. Craft.
 Next in Merit: Raymond J. Gray,
 Francis J. Kaehni,
 James M. Gallagher.

ENGLISH COMPOSITION.

First: James M. Gallagher.
 Next in Merit: Raymond E. J. Craft,
 Charles Holan,
 Edward F. Madaras.

HISTORY.

First: Raymond E. J. Craft.
 Next in Merit: Charles Holan,
 Raymond J. Gray,
 James M. Gallagher.

MATHEMATICS.

First: Raymond E. J. Craft.
 Next in Merit: Frank Johanek,
 Francis J. Kaehni,
 Raymond J. Gray.

BOOKKEEPING.

First: Raymond J. Gray.
 Next in Merit: Raymond E. J. Craft,
 Frank Johanek,
 Edward F. Madaras.

German

THIRD YEAR.

First: William Kaehni.	Frank A. Brucker,
Next in Merit: Louis A. Litzler,	George M. Dennerle.

SECOND YEAR—DIVISION A.

First: Michael Krisko.	John Kralik,
Next in Merit: Bruno Klafczynski,	Martin I. Carrabine.

SECOND YEAR—DIVISION B.

First: Arthur J. Brickel.	George Novak,
Next in Merit: Wenceslas Sroub,	Joseph D. Lynch.

FIRST YEAR—DIVISION A.

First: John Homrocky.	Louis Sommer,
Next in Merit: Alphonse J. Wiegand,	Thomas J. Doran.

FIRST YEAR—DIVISION B.

First: Francis J. Kaehni.	John T. Laschinger,
Next in Merit: Raymond E. J. Craft,	John A. Hannibal.

Alumni and Students' Organizations

The Alumni Association

The Alumni Association of St. Ignatius College was organized in the spring of 1903 and has for its object, "to keep up the friendships of college days, to promote Catholic education and to further the interests of the College." The Association holds an annual meeting about the time of the College Commencement, and other business and social meetings at the call of the Executive Committee. It has founded the Alumni Medal for the best historical essay presented by a student of the Freshman or Sophomore class.

Executive Committee

Rev. John B. Furay, S. J.	President of the College
Rev. James A. McFadden	President
Rev. Hubert C. LeBlond	First Vice-President
Louis I. Litzler, LL. B.	Second Vice-President
Joseph A. Schlitz, A. B., LL. B.	Secretary
Robert Gribben	Treasurer
Rev. Leo O. Hammer	Historian
Rev. Eugene P. Duffy	Chaplain
Rev. William S. Nash	J. H. Dempsey, A. B.
	Frank Minarik

Sodalities of The Blessed Virgin

The object of the Sodality of the Blessed Virgin is to foster in the students an earnest religious spirit, and especially a tender devotion to the Mother of God.

Sodality of the Annunciation of The Blessed Virgin Mary

SENIOR STUDENTS.

Established February 2, 1891.

Rev. Richard D. Slevin, S. J., Director.

OFFICERS.

First Term.

Second Term.

Raymond G. Rath.....	Prefect.....	Raymond G. Rath
Harry O'Brien... }	Assistants.....	{... Harry O'Brien
Paul J. Preusser. }		{.. Paul J. Preusser
Ralph T. L'Estrange.....	Secretary.....	Ralph T. L'Estrange
Daniel B. Kirby.....	}.....Consultors.....{	.....William Newton
Francis G. Mooney..		.....Edwin Miller
Otto V. Anthony....		.....James J. Duffy
Edmund D. O'Brien.		...M. Leo Stevenson
Victor J. Walsh.....		.Joseph P. Heffernan
Frank P. Brennan...		...Michael J. Hynes
Owen L. Gallagher..		.Wenceslas A. Slaby
Raymond J. Schraff.		.Francis A. Boehnlein
Thomas I. Gaffney... }		{.....Joseph McCann
Joseph G. Brady.....	Sacristan.....	Joseph G. Brady
Alvin O. Sibila.....	Organist.....	Alvin O. Sibila

Sodality of The Immaculate Conception

JUNIOR STUDENTS.

Established February 26, 1909.

Rev. Charles Kremer, S. J., Director.

OFFICERS.

First Term.

Martin I. Carrabine.....	Prefect.....
Harry A. Norton.....	First Assistant.....
Charles F. Hill.....	Second Assistant.....
Francis J. Stevenson.....	Secretary.....
Edward I. Kelley.....	Treasurer.....

Second Term.

Martin I. Carrabine.....	Martin I. Carrabine
Harry A. Norton.....	Edward I. Kelley
Charles F. Hill.....	Harry A. Norton
Francis J. Stevenson.....	Edward J. Murray
Edward I. Kelley.....	Aloysius Bungart

William J. Murphy }	Sacristans.....	{ .. Joseph D. Lynch
		{ .. Walter J. Fowler

August J. Kleber. }	Consultors.....	{ Charles F. Hill
Victor E. Black.. }		{ August J. Kleber
Arthur E. Brickel }		{ Victor E. Black
Louis I. Litzler... }		{ ... Arthur E. Brickel
		{ Thomas J. Doran
		{ Raymond E. J. Craft
		{ Raymond J. Gray

The Apostleship of Prayer in League with the Sacred Heart

To remind the students of the law of universal charity, their interest in the welfare of all mankind is stimulated by the exercises of the Apostleship of Prayer. Membership is open to all students.

REV. CHARLES KREMER, S. J., Director.

The Senior Debating Society

The Society affords opportunity for acquiring skill in the art of speaking, gives much useful information to its members and develops in them a taste for literary studies. The usual exercises at the weekly meetings are the reading of original essays and the discussion of subjects of debate approved by the Moderator.

REV. JAMES J. DOYLE, S. J., Moderator.

OFFICERS.

First Term.

Second Term.

Chester J. Bartlett.....	President.....	Daniel B. Kirby
Harry O'Brien.....	Vice-President.....	Harry O'Brien
Victor G. Walsh.....	Secretary.....	Raymond G. Rath
Joseph P. Hurley.....	Treasurer.....	Raymond A. Desson

The Junior Debating Society

The object of this Society is to foster a taste for literature and to enable its members to acquire ease and facility in composition and in argumentative speaking. Debates, original essays and poems form the programme for the meetings, which are held every two weeks. The matter taken up in these meetings is a preparation for the more advanced work done in the Senior Debating Society.

Moderator.....	Mr. Thomas J. Moore, S. J.
President.....	John L. Maurer
Vice-President.....	Farrell T. Gallagher
Secretary.....	Owen L. Gallagher
Committee on Debates.....	{ John L. Maurer James J. Duffy Owen L. Gallagher

The Students' Library

The object of the Library is to foster a taste for good and useful reading.

The Circulating Department, accessible to all students, comprises over three thousand five hundred volumes of choice literature, carefully selected with a view to the needs of the college students. Books are issued on all school days.

In the Reading Rooms, the leading Catholic journals and magazines, together with valuable works of reference, are placed at the service of the students, thus affording them ample opportunity of becoming acquainted with the current news, and of forming sound opinions upon important questions of the day. The Reading Rooms are open daily from 12 to 12:45 P. M.

MR. STEPHEN J. OSDOBA, S. J., Director.

OFFICERS.

First Term.

John H. Brindley.....President.....
 Martin I. Carrabine.. }
 William L. Newton.. }Librarians.....
 Edward Brickel..... }
 William J. Murphy.. }
 Edward I. Kelley.... }

Second Term.

Martin I. Carrabine
 ...Thomas I. Gaffney
 .Francis J. Stevenson
Edward Brickel
 ..William J. Murphy
 { J. Sherman Latchford

The Athletic Association

By means of this Association encouragement is given its members to acquire the physical development requisite for consistent work in the classroom. Those only are permitted to play on a representative team who have attained proficiency in the various branches of the curriculum.

Moderator.....Mr. Thomas J. Moore, S. J.
 President.....Daniel J. Savage
 Vice-President.....Raymond J. Rath
 Secretary and Treasurer.....Emil E. Wolf

Literary Entertainment

in honor of

The Immaculate Conception

by the

Junior Sodality of St. Ignatius College

December 8, 1911



PROGRAMME.

Overture	
Address—Why We Celebrate	M. Carrabine
A Glorious Vision	J. Lynch
Origin and Growth of the Sodality	E. Kelley
Violin Solo	J. Frey
The Immaculate Conception	L. Perme
Our Diploma	H. Norton
Our Lady's Nativity	E. Madaras
Solo—"Ave Maria"	R. Gray
Mary's Grandeurs	V. Black
O Sanctissima	Chorus

Washington's Birthday Celebration

ST. MARY'S HALL

PROGRAMME.

Piano—National Airs	Raymond A. Desson			
Address—"The Father of Our Country"	Aloysius T. S. Sibila, '12			
Cornet Duet	<table border="0"> <tr> <td rowspan="2">{</td><td>.. Thomas Butterfield</td></tr> <tr> <td>.. Lawrence J. Mellert</td></tr> </table>	{	.. Thomas Butterfield	.. Lawrence J. Mellert
{	.. Thomas Butterfield			
	.. Lawrence J. Mellert			
Declamation—"Patriotism"	Charles W. McDonough, '13			
Declamation—"Eulogy of Washington"	James E. Hallisy, '13			
Address by the Reverend President of the College				
"America"	Students' Chorus			

Annual Contest in Elocution

Library Auditorium, Fulton Road and Bridge Avenue

Wednesday Evening, May 8, 1912

PROGRAMME.

Piano Selection.....J. Sherman Latchford

Academy (High School)

FIRST YEAR.

How Jimmy Tended the Baby.....Edward F. Madaras
The Ghost.....George N. Meehan
That Boy John.....Thomas C. Cowan
Little Joe.....William A. L'Estrange
Violin Solo.....Louis I. Litzler

SECOND YEAR.

The Old Actor's Story.....Edward F. McBrien
How I Got Up.....John C. Wasmer
Inkerman.....John P. Culliton
The Drummer Boy.....Joseph D. Lynch
Piano Selection.....J. Loren Cowan

THIRD AND FOURTH YEAR.

Liberty or Death.....James J. Duffy
Wounded.....Joseph G. Brady
DeQuincy's Deed.....William Kaehni
The Maniac.....Farrell T. Gallagher
That Boy John.....Eugene Delaney
Cornet Solo.....Thomas Butterfield

COLLEGE DEPARTMENT.

Whisperin' Bill.....Alvin O. Sibila
The Hat.....Oldric A. Mazanec
Chariot Race.....Paul C. Smith
The Death-Bed.....Ralph T. L'Estrange
Cornet Duet {Thomas Butterfield
 {Lawrence J. Mellert

Decision of the Judges

JUDGES.

Rev. M. J. Flannigan

Mr. Neil A. Collins

Dr. B. Louis Spitzig

Annual Prize Debate

Library Auditorium, Fulton Road and Bridge Avenue

Wednesday, May 22, 1912

PROGRAMME.

Piano Selection.....Raymond A. Desson
Introductory.....Harry O'Brien, Chairman of Debate

Debate

"Resolved, That the Initiative and Referendum Should be Made
a Part of the Legislative System of the Several States."

First Affirmative.....Raymond G. Rath, '13
First Negative.....Daniel J. Savage, '12
Second Affirmative.....Alvin O. Sibla, '13
Second Negative.....Joseph J. Mahony, '12
Cornet Solo.....Thomas Butterfield

Speeches in Rebuttal

Piano Selection.....Raymond A. Desson

JUDGES OF THE DEBATE.

Dr. Thomas A. Burke Mr. Wilfred J. Mahon Mr. Henry A. Walsh

Twenty-sixth Annual Commencement

B. of L. C. Hall

Friday Evening, June 21, 1912, at 8:15 O'clock

PROGRAMME

Solution of Social Question—Valedictory.....Joseph J. Mahony
Phases of Socialism.....Chester J. Bartlett

Conferring of Degrees

Award of Prizes

Address to the Graduates.....Hon. Timothy S. Hogan, Attorney General

ORGAN SELECTIONS

Processional March.....*Rogers*
Intermezzo from Bethany.....*W. Rhys Herbert*
Gavotte from Mignon.....*Thomas*
Marche Pontificale.....*Lemmens*

ORGANIST

Prof. R. M. Schneider

General Summary

College	64
Academy (High School)	206
Loyola High School	98
Total	<hr/> 368

Announcements

FOR 1912.

Matriculation—Owing to the rush of new students immediately before the Fall Opening, parents are requested to enter their sons as soon as possible after August 15. Office hours from 9 to 12 a. m.

Examination for Free Scholarships, open to all the parochial schools of Cleveland and vicinity, on Saturday, June 22, at 9 a. m.

Examinations of Conditioned Students, 9 o'clock a. m.: Tuesday, August 27, Latin, Physics and Chemistry; Wednesday, August 28, Greek; Thursday, August 29, Mathematics, History, etc.

Entrance Examinations will be held on Saturday, August 31, at 9 a. m.

Fall Opening—Tuesday, September 3, 1912.

RECORDS OFFICE

UNIVERSITY OF ILLINOIS

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St. Ignatius College

Cleveland, Ohio

UNIVERSITY OF ILLINOIS LIBRARY

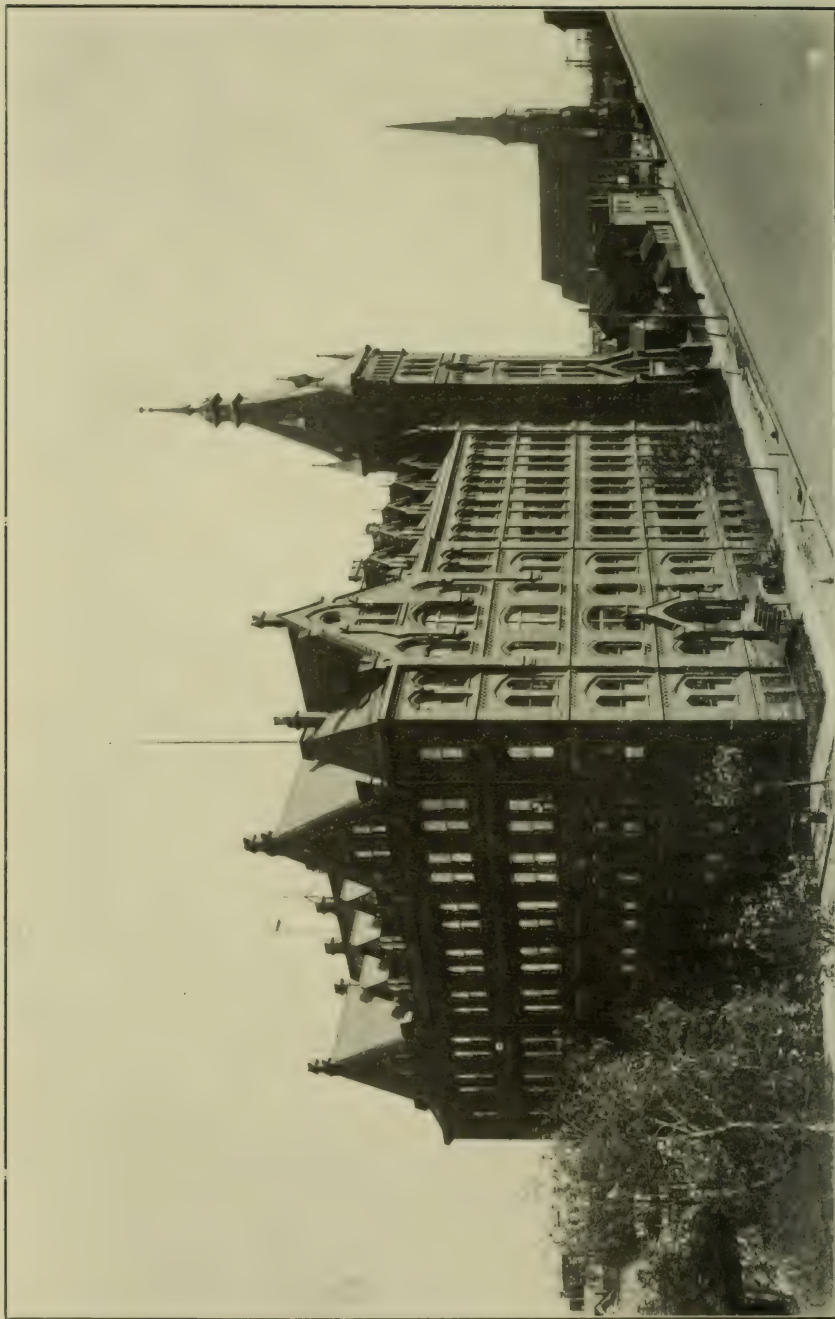
UNIVERSITY OF ILLINOIS

JUN 27 1913

PRESIDENT'S OFFICE

1912 - 1913





ST. IGNATIUS COLLEGE, CLEVELAND

A. M. D. G.

Catalogue
OF
St. Ignatius College
Cleveland, Ohio
1912 = 1913



UNIVERSITY OF ILLINOIS

JUN 27 1913

PRESIDENT'S OFFICE

CLEVELAND:
CATHOLIC UNIVERSE PUB. CO., CAXTON BLDG.



Board of Trustees

REV. JOHN B. FURAY, S. J.,
PRESIDENT.

REV. L. KELLINGER, S. J.,
VICE-PRESIDENT.

REV. FRANCIS J. HAGGENEY, S. J.,
SECRETARY.

REV. JOHN B. NEUSTICH, S. J.,
TREASURER.

REV. MATTHIAS PETERS, S. J.

REV. FRANCIS S. BETTEN, S. J.

REV. RICHARD D. SLEVIN, S. J.

General Information

St. Ignatius College, conducted by the Fathers of the Society of Jesus, was opened for the reception of day-scholars on the 6th of September, 1886. It was incorporated by the Secretary of State, December 29, 1890, with the power to confer such academic degrees and honors as are conferred by colleges and universities of the United States.

The legal title of the college for the purpose of bequests and donations is

ST. IGNATIUS COLLEGE OF CLEVELAND, OHIO.

Loyola High School, situated on the corner of Cedar Avenue and East 106th Street, was established as a branch of St. Ignatius College in September, 1907. The course of studies is the same as that followed in the High School (Academic) Department of St. Ignatius College.

Moral Training

In its moral training the College aims at building the conscience of its students for the right fulfilment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for this fulfilment; and, as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. The Catholic students are required to attend the classes in Christian Doctrine, to be present at the Chapel exercises, to make an annual retreat and to approach the Sacraments at least once a month.

Discipline

Though the government of the Institution is mild rather than severe, yet, for the maintaining of order and discipline, without which there can be no training nor development of character, the students are required to be obedient, earnest in study, punctual, and refined of manner; any serious neglect in these essential points rendering the offender liable to effective correction and even to dismissal.

For faults committed outside the premises, the officers of the College do not consider themselves responsible, as students cease then to be under their jurisdiction; still, in justice to the reputation of the College, the authorities will hold students strictly accountable for offenses of this nature.

Sessions

The Academic year consists of one session, beginning on the first Monday of September and ending on or about June 21, when the Annual Commencement, the Conferring of Degrees and the Distribution of Premiums take place. The *session* is divided into two *terms*—the first ending on the first of February and the second on or about June 21.

Examinations

A thorough examination in all classes is made at the close of the year. There is a special mid-year examination for the Philosophy Class in all the branches of the class, and the averages

made by the students are publicly announced at the February Distribution. In all other classes of the College and Academy quarterly competitions are held. The final examination covers the work from January 1.

Class Standing

The student's progress is indicated by the combined results of the competitions, mentioned above, and his class-work. "*Class Work*" is the record of the student's attendance and of his satisfactory work during the hours of class. It counts half, equally with the competitions, in his standing. Markings are on the scale of 100. An average below 75 shows an unsatisfactory standing; an average below 67 is failure to pass.

Parents and guardians should observe that absence and tardiness, even though excusable, affect the class-work and, consequently, the student's standing and his chances for promotion.

Reports

Weekly reports are given respecting the students' conduct, application and attention; parents are requested to sign these reports and to see that they are returned to the College.

After each set of competitions, with the exception of that held in April, a report of the student's standing is sent to the parents or guardian. The Vice-President should be notified if the reports are not received in due time.

Promotions

Promotions to a higher grade are regularly made at the beginning of the academic year; but they will be made at any time when the student's progress justifies them. Students who fail in two principal branches in the final examinations will not be promoted.

Degrees

The successful completion of the College course entitles the student to the degree of Bachelor of Arts.

The degree of Master of Arts can be obtained by devoting a further year to the study of Philosophy in the College, or two

years to professional studies, together with a written thesis on a subject assigned by the President of the College.

Honorary degrees may be conferred at the discretion of the Board of Trustees upon those who have deserved well of the community in Literature, Science, or the Professions.

Honors and Prizes

Every quarter the combined competition and "class-work" record is publicly proclaimed, and honors are awarded to the leaders.

The honors and prizes awarded at the end of the year are determined by the recitations of the entire year and the competitions. To the student making the highest average in the collective branches of his class a gold medal is awarded. Those whose average is 90 per cent and upward merit the distinction of first honors; and those whose averages are between 85 and 90, second honors. Besides these incentives to study, special mention is made in the catalogue of those who have obtained leading places in the various branches of the classes in the Academic Department.

Special Prizes

Intercollegiate English Prize

A purse of \$100 (\$50 for the first prize, \$20 for the second, \$15 for the third, \$10 for the fourth, and \$5 for the fifth) is offered yearly by Mr. D. F. Bremner, of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit Colleges of the Missouri Province, which are:

St. Louis University, St. Louis, Mo.
St. Xavier College, Cincinnati, Ohio.
St. Ignatius College, Chicago, Ill.
St. Mary's College, St. Marys, Kan.
Creighton University, Omaha, Neb.
Detroit University, Detroit, Mich.
Marquette University, Milwaukee, Wis.
Sacred Heart College, Prairie du Chien, Wis.
St. Ignatius College, Cleveland, Ohio.
St. John's University, Toledo, Ohio.

Intercollegiate Latin Prize

For the best Latin essay from competitors of the same colleges, a gold medal is offered by Very Rev. A. J. Burrowes, S. J., Provincial.

General Regulations

1. ATTENDANCE.—As regular attendance is an important element in class standing and an essential condition for successful work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, for tardiness, or for permission to withdraw before the close of the daily session, a note from the parent or guardian will invariably be required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitations or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal.

2. HOME STUDY.—All the endeavors of the Faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately twenty-five hours each week are spent in class work; and to prepare the recitations and exercises for this work, as well as to review the matter previously seen, at least fifteen hours of home study each week, or from two to three hours daily, are required. Parents and guardians are, therefore, respectfully urged to insist on this application.

SCHOOL HOURS.—Doors open every morning at 8:00 o'clock, standard time. All students are expected to be present at 8:25 o'clock, the time to go to Chapel for hearing Mass.

Class hours are from 9:00 A. M. to 11:45 A. M., and from 12:45 to 2:55 P. M. To excuse late arrival, be it on account of great distance or for any other reason, special arrangements must be made with the Prefect of Discipline.

HOLIDAYS.—Thursday is the weekly holiday. Other holidays are: All holy days of obligation, the national holidays, Christmas and Easter vacations.

Boarders are not admitted. Respectable boarding-houses can be recommended by the College authorities to students not living in the city.

It is highly important that all the students be present on the day of reopening, as the regular class work begins at once. Not only do students suffer greatly by missing the introductory lessons of their respective classes, but in consequence thereof great inconvenience is caused to the teachers. It is, therefore, expected that all students present themselves on the day of reopening. *Late-comers and those leaving before the close of the scholastic year, cannot compete for class honors.*

3. COMMUNICATIONS.—Due notice should be given to the President or to the Vice-President of a change of residence, or of the contemplated withdrawal of a student.

Terms

As the institution is not endowed, it is entirely dependent for its support on the fees paid for tuition.

Entrance fee, \$5.

Tuition, per session of ten months for all classes, \$60.

Students of Biology, Chemistry and Physics pay \$10 per session for the use of the apparatus.

Diplomas for Graduates in the Classical Course, \$5.

Payments must be made quarterly or semi-annually in advance. The account for tuition dates from the day of the student's entrance. No deduction is allowed for absence, save in case of dismissal or protracted illness. The session is divided into quarters, beginning respectively about the 1st of September, the 15th of November, the 1st of February and the 15th of April.

Scholarships

(A scholarship consists of a donation of \$1,250.)

The Rev. E. W. J. Lindesmith Scholarships (two), founded by the Rev. E. W. J. Lindesmith.

The Rev. E. M. O'Callaghan Scholarships (two), founded by the Rev. E. M. O'Callaghan.

The St. Aloysius Scholarships (six), founded by the late Rt. Rev. Mgr. Felix M. Boff.

The Mary I. Sexton Scholarship, founded by Mrs. Mary I. Sexton, Chicago, in memory of her parents, John F. and Catherine Lyons.

The Rev. Michael Zoeller, S. J., Golden Jubilee Scholarship, founded by St. Mary's Parish.

The Elizabeth Schweitzer Scholarship, founded by Mrs. Elizabeth Schweitzer.

The Philip H. Marquard Scholarship, founded by Mr. Philip H. Marquard, for a student studying for the priesthood.

The Rev. Hippolyt Orlowski Scholarships (two), founded by the late Rev. Hippolyt Orlowski, of Berea, Ohio.

One year scholarships for the year 1912-1913 were donated by:

Rev. Joseph F. Smith, Cleveland.

Mr. F. V. Faulhaber, Cleveland.

A. J. and J. A. Diebolt.

Two scholarships for the four years of the High School (Academic) course are offered by the President of the College to the two boys of the parochial schools of Cleveland and vicinity, who obtain the highest marks in a competitive examination on June 21.

Competitive Scholarships

Conditions of the Contest

1. Two Scholarships will be awarded.
2. The Examinations will be held on Saturday, June 21, 1913, at 9 A. M., in St. Ignatius College, Carroll Avenue and West 30th Street.
3. Each applicant must have been a pupil of a parochial school in the Diocese of Cleveland during the whole session of 1912-1913.
4. No school will be awarded more than one scholarship.
5. Any boy of the eighth grade will be eligible to take the examinations. These scholarships mean free tuition during the four years of the High School course. Without a scholarship the tuition would cost \$60 a year, or \$240 for the four years. With the scholarships there will be no expense except the cost of the necessary books and stationery. One of these scholarships is, therefore, equal to a prize of \$240 to a boy who is ambitious to acquire an education.

Matter of Examination

ENGLISH. 1. Grammar—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences. 2. Composition—A short letter or narrative to test the candidate's ability to write grammatical English.

ARITHMETIC. Fractions, common and decimal; denominate numbers; measurements; percentage, including commission, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

HISTORY. Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

GEOGRAPHY. Division of the world into continents; political division of the continents; form of government of each country, its chief cities, its great rivers and products, etc.

Acknowledgments

The President and Faculty wish to express their grateful appreciation of favors received during the year. The following benefactors are worthy of special mention:

DONORS OF ANNUAL SCHOLARSHIPS:

Rev. Joseph F. Smith.

Mr. F. V. Faulhaber.

Miss Bertha Castillion (St. Louis): Alb of Mexican lace.

Mr. Joseph A. Schlitz: Census Reports.

Mr. Fred F. Spitzig: Various Government publications.

Dr. Eugene O. Houck: Desk.

Rev. Ignatius Zeller (Elmont, N. Y.).

DONORS OF MEDALS.

The College

Officers

REV. JOHN B. FURAY, S. J.,
PRESIDENT.

REV. L. KELLINGER, S. J.,
VICE-PRESIDENT, PREFECT OF STUDIES AND DISCIPLINE.

REV. JOHN B. NEUSTICH, S. J.,
TREASURER.

REV. FRANCIS S. BETTEN, S. J.,
LIBRARIAN.

REV. MICHAEL ZOELLER, S. J.,
CHAPLAIN.

Faculty

REV. JOHN B. FURAY, S. J.,
EVIDENCES OF RELIGION.

REV. FRANCIS J. HAGGENEY, S. J.,
MENTAL AND MORAL PHILOSOPHY, LITERATURE.

REV. JAMES J. DOYLE, S. J.,
SOPHOMORE CLASSICS, LITERATURE, FRENCH.

REV. JOHN M. CUNNINGHAM, S. J.,
FRESHMAN CLASSICS, LITERATURE, ELOCUTION.

MR. FRANCIS J. GERST, S. J.,
PHYSICS AND MATHEMATICS.

MR. BERNARD A. NEU, S. J.,
CHEMISTRY.

REV. FRANCIS S. BETTEN, S. J.,
HISTORY.

REV. L. KELLINGER, S. J.,
ELOCUTION.

MR. JOSEPH F. KIEFER, S. J.,
FRENCH.

REV. FREDERICK L. ODENBACH, S. J.,
BIOLOGY, CURATOR OF MUSEUM, DIRECTOR OF METEOROLOGICAL OBSERVATORY.

The College

The College Course embraces instruction in the departments of Philosophy, Language, Literature, History, Science, and Mathematics. The aim of the course is to give the student a complete liberal education, which will train and develop all the powers of the mind, and will cultivate no one faculty to an exaggerated degree at the expense of the others. The college ideal is not to foster specialization, but to cultivate the mind, to build up and strengthen true character, and to impart that accuracy of thought and reasoning and that breadth of view which must ever be the foundation as well of more advanced scholarship as of eminence in the professions or other stations in life.

To attain this end, the studies prescribed in this course and leading up to the degree of Bachelor of Arts are regarded as fundamental and essential in a liberal education and therefore are not left to the student's option. It is especially to be noted that practically all the studies in the Freshman and Sophomore years are prescribed. Only in the Philosophy Class do some of the studies become elective.

Requirements for Admission

1. All applicants for admission to St. Ignatius College must give satisfactory evidence of good moral character.

2. Candidates who have satisfactorily completed the course prescribed by St. Ignatius Academy will be admitted without examination.

3. Graduates from other Academies or High Schools will be admitted without examination, if they present evidence that they have completed the work required by the course of St. Ignatius Academy, as set forth in the Catalogue, page 32 *et seq.*, or its equivalent.

4. All other applicants for admission, who wish to enter as candidates for the B. A. degree, will be required to pass a satisfactory examination in the following subjects:

LATIN. *Authors:* Cæsar's Gallic War, four books; Nepos' Lives (6) may be taken in place of two books of Cæsar; Cicero's

orations against Catiline and for Archias; Cicero's De Senectute and Sallust's Catiline or Jugurthine War may be taken as substitutes for three of the above orations. Virgil, four books of the Aeneid or their equivalent from the Eclogues, Georgics and Ovid's Metamorphoses.

Grammar and Composition: The examination in grammar and composition will require a thorough knowledge of the entire Latin grammar together with such facility in writing Latin prose as is acquired by one who satisfactorily completes the course of exercises prescribed by St. Ignatius Academy. This course is based on Arnold's Latin Composition, for which see Catalogue of St. Ignatius Academy, page 32.

GREEK. *Authors:* Xenophon's Anabasis, four books, or their equivalent; Homer's Iliad or Odyssey, one book.

Grammar and Composition: The examination in grammar will require a thorough knowledge of etymology, of the syntax of cases, the rules of concord and prepositions. The theme will be based on Xenophon and will test the candidate's ability to translate into Greek simple sentences with special reference to the use of the forms, particularly of the irregular verb, and the common rules of syntax.

ENGLISH. *Texts prescribed for reading and study:* Two plays of Shakespeare, Burke's Conciliation with the Colonies or American Taxation; Irving's Sketch Book; one essay of Macaulay; Scott's Lady of the Lake; Goldsmith's Deserted Village; Tennyson's The Passing of Arthur; Lowell's Vision of Sir Launfal; Coleridge's Ancient Mariner.

The applicant should make himself familiar with the character, the plot, incidents and characteristic diction of each work. Equivalents will be accepted.

Rhetoric and Composition: The applicant will be examined on the principles of Rhetoric as set forth in Thorndike's Elements of Rhetoric, or in a work of equal standing. The composition will test the candidates ability to write clear, idiomatic English. The subject will be taken from his experience and observation, or from the books he presents for examination. The spelling and

punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

MATHEMATICS. Algebra to Indeterminate Equations, included. Plane and Solid Geometry. Plane Trigonometry.

HISTORY. Oriental and Greek History; Roman History to the Fifth Century A. D. History of the United States; Modern History.

CIVICS. Macey's Lessons in Civil Government.

College Course

Freshman Class

The object of this class is the cultivation in a special manner of literary taste and style, which is to be effected chiefly by the study of the best poets and prose writers. The Greek and Latin classics are studied for this purpose, together with such English writers as are noted for the highest qualities of literary substance and form. Special emphasis is laid on the study of poetry. Moreover, in this class, as in the others of the course, the literary work is supplemented by that training in Mathematics, Science and History which is required by a liberal education.

For the prescribed studies, see schedule of studies, page 18 *et seq.*

Sophomore Class

The work of this year centers on the study of Oratory and Historical composition. The nature and types of oratory, principles of argumentation, the nature and requirements of historical writing, are thoroughly investigated,—the best models, ancient and modern, forming the subject matter of study. Thus, while perfecting literary taste, the class is intended to develop that grasp and perspective of structure without which composition on a large scale is impossible.

For the required studies, see page 18 *et seq.*

Philosophy Class—First Term

The object of this class is to form the mind to habits of correct reasoning and to impart sound principles of philosophy. Logic and Rational Philosophy, including such topics as being, causality, the nature of matter; the human soul, its nature, origin, operation, etc., are the chief subjects of study. The additional training received from the study of the history of Philosophy and various literary topics is by no means neglected.

For the required studies, see page 18 *et seq.*

Second Term

The study of Philosophy is continued this term in courses on the two important subjects of Natural Theology and Ethics.

These courses, treating of the existence of God, the origin of moral obligation, the natural law, duties and rights, etc., form the crowning work of a liberal education. Their aim is to teach sound principles of conduct, to give the students clear ideas on the purpose and destiny of man, and on the problems of life and their solution, as furnished by ethical principles.

For the required studies, see page 19 *et seq.*

Course of Studies

The number of periods indicates the amount of time given to a subject per week. A period, unless otherwise specified, stands for fifty minutes.

Latin

FRESHMAN CLASS. (Five periods of 60 minutes each.)

Precepts: A thorough review of Latin prosody and versification.

Authors,—first term: Horace, *Ars Poetica*; Virgil, *Aeneid*, Bks. III, V and VI.

Second term: Livy, Bks. XXI, XXII; Horace, *Select Odes*.

Sight Reading: Selections from *Christian Hymnology*; Livy.

Practice,—both terms: Bradley's *Aids to Writing Latin Prose*, Part I, and selections from Part II to Exercise 60. Two themes a week. A theme in imitation of the prose authors studied about every fortnight.

Memory: From the authors read in class.

SOPHOMORE CLASS. (Five periods of 60 minutes each.)

Authors,—first term: Cicero, *Pro Lege Manilia* or *Pro Milone*; Horace, *Select Odes* and *Epodes*.

Second term: Horace, *Epodes*, *Epistles* and *Satires*; Tacitus, *Agricola*.

Sight Reading: Selections from the authors assigned above; Tacitus, *Germania* or *Annals*; Selections from the *Latin Fathers*.

Practice,—both terms: Bradley's *Aids*, selections from Part II, from Exercise 50 to the end of the book. Two themes a week.

One composition every fortnight in imitation of the authors studied. Off-hand translation from English into Latin.

Memory: Select passages from the authors read.

PHILOSOPHY CLASS. (Three hours.)

Authors,—first term: Cicero, *Quæstiones Tusculanæ*; Plautus, *Duo Captivi*; History of Latin Literature, Mackail for reference. Essays in Latin, Bradley's Aids.

Second term: Cicero, *Quæstiones Tusculanæ*, continued; Pliny, Letters; Juvenal, Selections; Selections from the Latin Fathers. Essays in Latin.

Greek

FRESHMAN CLASS. (Five periods.)

Precepts,—first term: The syntax of the verb repeated; general rules of quantity in connection with the author; the Homeric dialect, cf. Kægi-Kleist, Nos. 209-215. A brief sketch of Greek Epic and Lyric poetry. Cf. Jebb's Classical Greek Poetry.

Second term: The precepts of the first term thoroughly repeated.

Authors,—both terms: Plato, *Apology* or *Crito*; Homer, *Iliad*; Selections from Bks. II, III, IV and VI. Lyrics selected from the various Greek poets—Sappho, Simonides of Ceos, Pindar (*Olympian XII* or selections from a longer ode), Mel-eager. Cf. Garvy's Anthology.

Sight Reading,—both terms: The New Testament or selections from the authors read in class.

Practice,—both terms: A written theme once a week, based on the authors studied and illustrating the syntax of Attic Greek; or Kægi-Kleist Exercise Book II, Nos. 52-66.

Frequent written reviews in class.

SOPHOMORE CLASS. (Five periods.)

Authors,—first term: Demosthenes' *Philippic I* or *III*. Analysis of first or third *Philippic* to be seen in detail.

Second term: Demosthenes on the Crown with detailed analysis; Sophocles, *Antigone*, *Oedipus Tyrannus* or *Oedipus Coloneus*.

Sight Reading,—both terms: The New Testament or St. Chrysostom, Eutropius, or St. Basil.

Practice,—both terms: Easy themes built on sentences in the text, once a week. Frequent written reviews.

PHILOSOPHY CLASS. (Three periods.)

Authors,—both terms: Plato, Phædo—Analysis; Keep's Stories from Herodotus, Aeschylus, Prometheus Bound or Agamemnon.

English

FRESHMAN CLASS. (Five periods.)

Precepts: Literary Aesthetics; Theory of the Beautiful, of the Sublime; Taste; Imagination; Theory of Literature. Poetics: Nature and kinds of poetry; elements of poetic substance and form; characteristics of Lyric and Epic Poetry. Fiction: Constructive principles of story-writing; elements of Fiction, viz., plot, character, situation, purpose; Realism and Romanticism in Fiction; development of the English Novel.

Text-book: Coppens' Introduction, with Professor's Notes.

Texts for Study: Newman's Lecture on Literature and Essay on Aristotle's Poetics; Selections from Newman, Ruskin, De Quincey, Milton, Coleridge, Wordsworth, Keats, Tennyson, DeVere.

History of English Literature and Criticism. Anglo-Saxon, Semi-Saxon, Old English and Middle English Periods; The Elizabethan Age; The Transition Period; The Classical Age.

Text-book: Jenkins' Handbook of English Literature.

Practice: One composition a week on subjects chiefly literary.

SOPHOMORE CLASS. (Five periods.)

Precepts: Oratory; Nature and types of oratory; division of the oration; style in public speaking; methods of oratorical composition; principles of argumentation.

Text-book: Coppens' Art of Oratorical Composition.

History: Principles of historical composition; ethical requirements of history; representative English and American historians.

Texts for Study: Burke's speech on American Taxation and Address to the Electors of Bristol; Webster's Reply to Hayne and speech in the Knapp Trial, Commemorative Address on Adams and Jefferson; Newman's Second Spring.

History of English Literature and Criticism: The Romantic School of the Nineteenth Century; American Literature.

Text-book: Jenkins' Handbook of English Literature.

Practice: One composition a week. Analysis and criticism of speeches.

PHILOSOPHY CLASS,—first term. (Four periods.)

Precepts: The Drama: Laws and Technique; Theory of the Tragic; of the Comic.

Texts for Study: Shakespeare's Plays; Interpretation, critical and comparative study.

Practice: One composition a week or every fortnight. Essays, critical and philosophical.

PHILOSOPHY CLASS,—second term. (Four periods.)

Precepts: Theory of expository writing; the critical and philosophical essay; stylistic and structural requirements; historical development of the English essay.

Texts for Study: Essays of Macaulay, Newman, Brownson, Archbishop Spalding, etc. Analysis and comparative study of essays, with the emphasis laid on substance and structural organization.

Practice: One composition a week or every fortnight. Subjects chiefly critical and philosophical.

Mathematics

Text-books: Wentworth's Complete Algebra and Analytical Geometry; Murray's Calculus.

FRESHMAN CLASS. (Three periods.)

First term: Algebra, c. 22, Choice, etc., to end of book.

Second term: Analytical Geometry, four chapters to Parabola excl.; supplementary propositions.

SOPHOMORE CLASS. (Three periods.)

First term: Analytical Geometry, Parabola to end of book.

Second term: Calculus.

PHILOSOPHY CLASS. (Two periods.)

Both terms: Calculus continued and finished.

Astronomy

PHILOSOPHY CLASS. (Two periods.)

Both terms: Young's General Astronomy.

History

FRESHMAN CLASS. (Three periods.)

Both terms: Guggenberger's History of the Christian Era, Vol. II.

SOPHOMORE CLASS. (Three periods.)

Both terms: Guggenberger's History of the Christian Era, Vol. III.

PHILOSOPHY CLASS. (One period.)

Both terms: Turner's History of Philosophy.

Chemistry

PHILOSOPHY CLASS. Analytical Chemistry. (Three periods.)

SOPHOMORE CLASS. (Five periods.)

Both terms: Alexander Smith's General Chemistry for Colleges.

Physics

FRESHMAN CLASS. (Five periods.)

Both terms: Millikan and Gale, First Course in Physics, or Carhart and Chute.

PHILOSOPHY CLASS. (Four periods.)

Both terms: Millikan's Short University Course in Physics.

Philosophy

PHILOSOPHY CLASS,—first term. (Thirteen periods.)

Dialectics; Applied Logic; General Metaphysics; Cosmology; Psychology.

Second term: (Thirteen periods.)

Natural Theology and Ethics.

Text-books and References: Philosophy: Russo, Stonyhurst Series, Hill, Poland, Coppins; Ethics; Jouin, Russo, Hill, Coppins, Poland, Cathrein.

Evidences of Religion

FRESHMAN CLASS. (Two periods.)

The Church as a Means of Salvation; The Last Things; The

Christian's Duties Toward God, etc., Wilmers, pp. 379 to 493, the part from p. 399 to p. 422 excl. being omitted.

SOPHOMORE CLASS. (Two periods.)

Grace; The Sacraments, etc., Wilmers, pp. 279 to 379.

PHILOSOPHY CLASS. (Two periods.)

The Creation of the World; the Various Grades of Creation, etc., Wilmers, pp. 200 to 279; Christianity a Revealed Religion, etc., pp. 1 to 77.

The basis of Morality; Law as the Objective Norm of Human Actions, etc., Wilmers, pp. 399 to 421; The Constitution of the Church, etc., Wilmers, pp. 77 to 200.

Public Speaking

One period a week in all classes except Philosophy Class.

Required Studies

In the first two years of the college course, all the studies mentioned in the schedule, page 18 *et seq.*, are prescribed, except Mathematics (Analytical Geometry and Calculus).

In the last year the prescribed studies are: English, Logic, Metaphysics, Psychology, Evidences of Christianity, Theodicy and Ethics.

Electives

These are to be taken from the following list, with the approval of the Dean of the College:

Mathematics (Analyt. Geometry).

Mathematics (Calculus).

Astronomy.

Political Economy.

History of Philosophy.

Greek (Philosophy Year only).

German, French.

Latin (Philosophy Year Only).

Pedagogy.

Geology.

Chemistry (analytical).

Chemistry (organic).

Physics.

Public Speaking.

Descriptive Geometry and Mechanical Drawing, etc, etc.

General Biology

1. Cytology. 2. Histology. 3. Anatomy and Physiology of the Animal. 4. Practical Microscopy. Use of microscope; Hardening; Staining; Mounting.

Periods—or Class Hours in College Department

	<i>Freshman</i>	<i>Sophomore</i>	<i>Philosophy First Term</i>	<i>Philosophy Second Term</i>
Latin	5	5	3	—
Greek	5	5	3	—
English	5	5	2	2
Mathematics	3	3	2	2
Elocution	1	1	—	—
Evidences of Religion.	2 (½-hr. per)	2 (½-hr. per)	2 (½-hr. per)	2 (½-hr. per)
History	3	3	1	1
Philosophy	—	—	13	13
Science	5 Physics	5 Chemistry	3 An. Chem. 3 Biol. 2 Astron.	3 An. Chem. 3 Biol. 2 Geol.

Catalogue of Students

(College)

Philosophy Class

Brug, Joseph A. P.	Mazanec, Oldric A.
Dempsey, Raymond A.	Murphy, Maurice M.
Desson, Raymond A.	O'Brien, Harry M.
Filak, John A.	Preusser, Paul J.
McKeon, Bernard J.	Sibila, Alvin O.
Slaby, Wenceslas A.	

Sophomore Class

Brandenstein, Joseph C.	Manning, Robert E.
Brennan, Frank P.	Meehan, John J.
Brigham, Thomas E.	Mielcarek, Dominic
Donze, Albert M.	Mueller, William C.
Frey, John H.	Muraski, Thomas B.
Hallisy, James E.	Perrier, Clarence J.
Heffernan, Joseph P.	Polk, John S.
Hogan, Thomas F.	Roshetko, Andrew J.
Hynes, Michael J.	Smith, Paul C.
McDonough, Charles W.	Stevenson, M. Leo
McGlynn, Francis J.	Walsh, Victor J.

Freshman Class

Bishop, Albert J.	Gallagher, Owen L.
Bodnar, Joseph A.	Kmiecik, Peter
Brady, Joseph G.	Laughlin, James J.
Burke, George D.	Marchant, Thaddaeus T.
Cozzens, Francis J.	Maurer, John L.
Daly, Walter E.	Murphy, Gerald
Doran, Frank J.	Newton, William L. J.
Duffy, James J.	Novotny, Edward J.
Dunigan, Xavier	Ring, Robert Lee
Gaffney, Thomas I.	Schraff, Raymond J.
Gaffney, George T.	Schwartz, Edward F.
Gallagher, Alfred J.	Scully, Philip A.
Gallagher, Farrell T.	Szabo, John E.
Gallagher, John F.	Trivison, Joseph N.
Ziska, John J.	

Twenty-Seventh Annual Commencement

OF

St. Ignatius College**June 20, 1913**

The Degree of Master of Arts was conferred upon
LOUIS M. PETRASH.

The Degree of Bachelor of Arts was conferred upon

Joseph A. P. Brug
Raymond A. Dempsey
Raymond A. Desson
John A. Filak
Bernard J. McKeon

Oldric A. Mazanec
Maurice M. Murphy
Harry M. O'Brien
Paul J. Preusser
Alvin O. Sibila

Wenceslas A. Slaby

The Highest Honors of the Graduating Class were merited by
WENCESLAS A. SLABY.

Donor of Medal: Very Rev. John P. Michaelis.

College Prizes

Annual Intercollegiate English Contest

March 12, 1913

The students of the Philosophy, Sophomore and Freshman Classes of the ten Jesuit Colleges of the Missouri Province (page 7) took part in this contest.

Subject: "The Catholic Church and International Peace."

Third Place: Joseph A. Bodnar, '15, St. Ignatius College, Cleveland.

Sixth Place: Raymond A. Dempsey, '13, St. Ignatius College, Cleveland.

Ninth Place: Robert E. Manning, '14, St. Ignatius College, Cleveland.

Annual Intercollegiate Latin Contest**April 1, 1913**

The students of the Sophomore and Freshman Classes of the ten Jesuit Colleges of the Missouri Province (page 7) took part in this contest.

Subject: "Boadicea Attacks the Romans."—Merivale.

The Prize, a Gold Medal, presented by Very Rev. A. J. Burrowes, S. J., Provincial of the Missouri Province, was merited by

JOSEPH A. BODNAR, '15,

St. Ignatius College, Cleveland

Seventh Place: Robert E. Manning, '14, St. Ignatius College, Cleveland.

Eighth Place: James J. Laughlin, '15, St. Ignatius College, Cleveland.

Public Debate

The Gold Medal was merited by

MAURICE M. MURPHY, '13.

Donor of Medal: Rev. Nicholas Pfeil.

Oratory

The Gold Medal was merited by

JOHN F. GALLAGHER, '15.

Donor of Medal: Mr. Louis I. Litzler.

Historical Essay

Subject: "Constantine the Great."

The Gold Medal was merited by

OWEN L. GALLAGHER, '15.

Donor of Medal: Rev. Francis A. Malloy.

Elocution

The Gold Medal was merited by

FRANCIS J. McGLYNN, '14.

Donor of Medal: Rev. Francis T. Moran, D. D.

Awards

Honors and class standings are determined by the daily recitations and the quarterly competitions of the year. The standard for First Honors is 90 per cent, and for Second Honors, 85 per cent.

Sophomore Class

The Gold Medal

For the Highest Average in the Collective Branches of the Class
was merited by

MICHAEL J. HYNES, 95.1.

Donor of Medal: Rev. Joseph F. Smith.

First Honors

Frank C. Brennan, 94.1.

Robert E. Manning, 93.5.

John J. Meehan, 92

Second Honors

James E. Hallisy, 88

Francis J. McGlynn, 86

Freshman Class

The Gold Medal

For the Highest Average in the Collective Branches of the Class
was merited by

JOSEPH A. BODNAR, 97.

Donor of Medal: Miss M. A. Spitzig.

First Honors

James J. Laughlin, 96

Farrell T. Gallagher, 91

Owen L. Gallagher, 94

James J. Duffy, 91

William L. J. Newton, 91

Albert J. Bishop, 90

Second Honors

John F. Gallagher, 89

Robert L. Ring, 87

Gerald Murphy, 88

Joseph N. Trivison, 87

Academic (High School) Department

Officers and Faculty

REV. JOHN B. FURAY, S. J.,
PRESIDENT.

REV. L. KELLINGER, S. J.,
PREFECT OF STUDIES AND DISCIPLINE.

REV. JOHN B. NEUSTICH, S. J.,
TREASURER.

REV. WILLIAM F. HENDRIX, S. J.,
FIRST ACADEMIC (FOURTH YEAR).

REV. CHARLES F. WOLKING, S. J.,
REV. AUGUSTINE J. RUFFING, S. J.,
SECOND ACADEMIC (THIRD YEAR).

MR. WILLIAM J. FINAN, S. J.
MR. STEPHEN OSDоба, S. J.,
THIRD ACADEMIC (SECOND YEAR).

MR. THOMAS J. MOORE, S. J.,
MR. JOSEPH F. KIEFER, S. J.,
MR. JOHN A. BERENS, S. J.,
FOURTH ACADEMIC (FIRST YEAR).

REV. FRANCIS S. BETTEN, S. J.,
HISTORY, GERMAN AND CHRISTIAN DOCTRINE.

REV. CLEMENT F. MARTIN, S. J.,
HISTORY AND CHRISTIAN DOCTRINE.

REV. FREDERICK L. ODENBACH, S. J.,
ELEMENTARY SCIENCE.

MR. BERNARD A. NEU, S. J.,
MR. FRANCIS J. GERST, S. J.,
MATHEMATICS.

REV. AUGUSTINE J. RUFFING, S. J.,
MR. STEPHEN OSDоба, S. J.,
GERMAN.

Academy or High School

General Statement

The instruction given at St. Ignatius Academy, besides being a preparation for college, aims at imparting an education such as is usually given in the best High Schools and Academies. It comprises four classes, corresponding to the four years' classical course of approved High Schools.

As it is one of the main ends of education to develop in the youthful mind the habit of clear and accurate thinking, much attention is given, the first year or two, to the analysis and synthesis of sentences, and in general, to the study of grammatical rules and principles. This is all the more insisted upon because a thorough knowledge of Etymology and Syntax is the only sound basis for the more advanced work of reading and literary interpretation. For the same reasons, authors are studied with much care and minuteness, with a view to thoroughness rather than to extensive reading in the Latin and Greek authors. A little well thought out is more effective toward true education than a great deal that is ill-digested and imperfectly understood.

Much more stress is laid on the subject of Latin composition than is usual in High Schools, for the reason that the value of the study of Latin, as an educational instrument, rests in no small measure on the work of composition. The reading of Latin, as it is usually practiced, requires comparatively little mental effort; but translation from English into Latin forces thought and reflection. There is scarcely an intellectual process which the young student has to go through that requires more reflection and alertness of mind, a more concentrated attention and a clearer insight into the precise meaning of language than the task of "reproducing in an ancient tongue the thoughts and sentences of modern speech." If Latin deserves to be retained as an instrument of training, Latin composition deserves to be studied well.

In Mathematics and other studies, the programme here set down follows the usual division of subjects in approved High School courses. The course in English is particularly thorough and complete. Gradual and harmonious development on a systematic basis has ever been the aim in the selection and gradation of all these studies.

Requirements for Admission

1. All applicants for admission must give satisfactory evidence of good moral character.

2. Candidates for admission to the first year of St. Ignatius Academy or High School must pass a satisfactory examination in the following subjects, unless they present a certificate of having successfully completed the eighth grade in either parochial or public schools:

ENGLISH. I. Grammar.—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

2. Composition.—A short letter or narrative to test the candidate's ability to write grammatical English.

ARITHMETIC. Fractions, common and decimal; denominate numbers; measurements; percentage, including commissions, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

HISTORY. Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

GEOGRAPHY. Division of the world into continents; political division of the continents; form of government of each country, its chief cities, its great rivers and products, etc.

The High School Course

First Year

In this class the study of Latin is begun, the object of the class being to familiarize the student with Latin Etymology. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with the Latin forms. Habits of close observation, of persevering study and of logical method are inculcated. Thus the student becomes conscious of the progress made and acquires confidence in himself. A review of English grammar runs parallel with the study of Latin. This affords an opportunity for illustration and comparison and renders the special English work of the year intelligible and interesting. Efforts are made to develop imagination and the literary sense by the methodic study and imitation of selections from Irving. A booklet has been specially prepared for this purpose. For the prescribed studies of this year see schedule of studies, page 35 *et seq.*

Second Year

During the second year the case constructions of Latin are studied by precepts and practice. Skill in parsing, readiness in the analysis and construction of sentences, are aimed at, together with facility of expression in translation and in the simpler forms of composition. In English, diligent comparison with Latin constructions leads to intelligent discussion of English Syntax, and of the more lengthy and complex English sentences, periodic and otherwise. Hence, particular attention is given to the study and acquisition of the rhetorical qualities of sentences—unity, coherence, etc. Greek is begun. For the prescribed studies, see page 35 *et seq.*

Third Year

The object of this class is to pursue the work begun in the preceding years and to complete the study of grammar, at least in outline. Daily drill and frequent written exercises in Latin

and Greek familiarize the pupil with the forms, structure and idioms of these languages. In English, on the other hand, the aim is to cultivate a sense of discrimination in the choice of words, purity of phrase and idiom, vividness of expression, grasp of structure in the more lengthy themes of a narrative and descriptive character. For the prescribed studies of the year, see schedule of studies.

Fourth Year

The fourth year is devoted to a formal and systematic review of the entire field of grammar. Comparative grammar is made a special feature; the study of Latin and that of Greek go hand in hand; idiom is balanced against idiom; construction compared or contrasted with construction. It is only by thus repeating and dwelling on syntactical principles, by comparing and contrasting them, that the student will become familiar with the highly complex structure of the classic languages and begin to feel something of their real genius. In the matter of translation from Latin and Greek into the vernacular, what is called "literal translation," that is, the rendering of Latin into uncouth and awkward English, is not tolerated.

In English, the student is further trained in the various species of prose composition, narration, etc., dialogue and letter writing. Considerable attention is given this year to the theory and practice of verse writing, both as an accomplishment in itself and as an aid to the acquisition of an easy, graceful style in prose.

Schedule of Studies

All the studies are prescribed unless otherwise indicated.

The number of periods indicates the amount of time given to a study per week. A period, unless otherwise specified, stands for 50 minutes.

Christian Doctrine

Two one-half hour periods weekly.

FIRST YEAR. Faith—its object, necessity and qualities. The Apostles' Creed. Text-book: Deharbe's Large Catechism.

SECOND YEAR. The Commandments of God, Precepts of the Church, Sin and Virtue. Text-book, as in first year.

THIRD YEAR. Coppens' Systematic Study of the Catholic Religion, Treatise IV, from Grace to end of book.

FOURTH YEAR. Coppens' Systematic Study of the Catholic Religion, Treatise I, The Christian Revelation, to Treatise IV, p. 1 to p. 191.

Latin

FIRST YEAR. (Ten periods of 60 minutes each.)

Precepts,—first and second terms: Etymology; rules of concord of noun, adjective, relative and verb. Bennett's Foundations of Latin; English-Latin Exercises (Bennett).

Practice: Short exercises and daily oral drill. The exercises are arranged by the instructor.

Memory: Pupils are required to learn by heart about ten vocables a day. These vocables are used in the daily oral and written exercises.

SECOND YEAR. (Five periods of 60 minutes each.)

Precepts: First year matter reviewed, including exceptions; irregular, defective and impersonal verbs; adverbs and prepositions.

Chief rules for cases. Also the grammatical notes in Arnold to No. 177. Bennett's Grammar.

Author,—first term: Bennett's Foundations; Reading Lessons.

Second term: Cæsar, Bk. I or Bk. II.

Sight Reading, both terms: Parts of authors not seen thoroughly.

Practice: Arnold's Latin Prose Composition revised by Bradley.

Both terms: From the beginning of the book to No. 177; also supplementary exercises, No. 541.

Memory,—both terms: Important verbs with their principal parts as given in Bennett, No. 120, etc., eight or ten a day.

THIRD YEAR. (Five periods of 60 minutes each.)

Precepts,—first term: Review of the syntax of nouns; syntax of adjectives and pronouns.

Second term: Syntax of verbs.

Authors,—first term: Cæsar, de Bello Gallico.

Second term: Cæsar and some of Cicero's Letters. Or Cicero de Senectute.

Sight Reading: Parts of authors not read thoroughly.

Practice,—both terms: Bradley's Arnold.

FOURTH YEAR. (Five periods of 60 minutes each.)

Precepts,—first term: Review of syntax of nouns, adjectives, pronouns and verbs, to the moods; Bradley's Arnold; Bennett.

Second term: Review of the rest of syntax; word-order, sentence structure, style; Julian Calendar; Prosody; Alvarez.

Authors,—first term: Cicero, In Catilinam, I, III, Pro Archia; Ovid's Metamorphoses.

Second term: Virgil's Eclogues; Aeneid, Bks. I, II; Latin Hymns.

Sight Reading: Selections from Virgil's Eclogues and Georgics or Aeneid.

Practice,—both terms: Bradley's Arnold, from No. 382 to end of book. Review of the more difficult exercises. Translation of connected discourse.

Memory: A few lines from the author daily.

Greek

FIRST YEAR. Towards the end of the second term a few hours are devoted to the study of Greek, so as to familiarize the pupil with the alphabet and the pronunciation.

SECOND YEAR. (Five periods.)

Precepts,—both terms: Declension of nouns, regular and irregular; adjectives; the regular verb; mute and liquid verbs. Kægi-Kleist's Grammar Nos. 1 to 80.

Practice: Two themes a week; frequent written class exercises; a written review once a week.

Memory: Six to eight words daily.

THIRD YEAR. (Five periods.)

Precepts,—first term: The regular verb repeated; contract verbs, etc. Kægi-Kleist Nos. 80 to 98.

Second term: Irregular verbs, etc., Nos. 98 to 112, incl.; syntax to cases, Nos. 114 to 131.

Author,—first term: White's First Greek Book or Xenophon, Anabasis.

Second term: Xenophon, Anabasis, Bks. I and II.

Practice,—both terms: A theme twice a week. Frequent written class exercises.

Memory: Word-list from the Grammar and the author.

FOURTH YEAR. (Five periods.)

Precepts,—first term: Syntax of cases; prepositions; tenses, moods, Nos. 131 to 176.

Second term: Moods, clauses, etc.; Nos. 176 to 208.

Author,—first term: Xenophon, Anabasis, Bks. III and IV.

Second term: Homer, Iliad, B. I.

Sight Reading: Xenophon's Anabasis or Cyropædia.

Practice,—both terms: Two themes a week, built on the words and sentences of Xenophon, and illustrating the rules of syntax.

Memory: Select passages from the author.

English

FIRST YEAR. (Five periods.)

Precepts and Practice: Analysis and sentence-building, punctuation, etc.; occasional practice in letter writing.

Text-book: McNichols' Fundamental English and Ryan's Studies in Irving.

Texts for Study: Irving, The Sketch Book; Hawthorne, Tanglewood Tales; Dickens, Christmas Carols; Goldsmith, De-

serted Village; Longfellow, Evangeline; Whittier, Snowbound; Scott, Lady of the Lake.

Memory: From the authors read in class.

SECOND YEAR. (Five periods.)

Precepts and Practice: The period; development and imitation of periods; the paragraph; constructive principles of the paragraph; analysis and imitation of paragraphs.

Text-books: Donnelly's Imitation and Analysis, and Ryan's Studies in Irving as a companion book for work in composition.

Text for Study: Hawthorne, The Great Stone Face, The Snow Image; Poe, The Gold Bug, The Purloined Letter; Wiseman, Fabiola; Macaulay, Lays of Ancient Rome; Longfellow, Tales of a Wayside Inn; Bryant, Selections; Arnold, Sohrab and Rustum.

Memory: From the authors read in class.

THIRD YEAR. (Five periods.)

Precepts and Practice: Thorndike, Elements of Rhetoric and Composition; Sentences, Words, Good use, or Brooks' English Composition, Bk. II.

Texts for Study: Lamb, Select Essays of Elia, De Quincey, Flight of a Tartar Tribe; Newman, Callista; Lafcadio Hearn, Chita; Tennyson, The Holy Grail, The Passing of Arthur; De Vere, Domville's Selections (Burns and Oates); Drake, Culprit Fay; Lowell, Vision of Sir Launfal.

Memory: From the authors read in class.

FOURTH YEAR. (Five periods.)

Precepts and Practice: The four species of prose composition; versification; essays.

Text-book: Thorndike's Elements of Rhetoric and Composition.

Texts for Study: Macaulay, Select Essays; Newman, Prose Selections; Addison, Selections from the Spectator; Burke, Conciliation with the Colonies; Wordsworth, Selection; Moore's Melodies; Shakespeare, Merchant of Venice or Macbeth.

Memory: From the authors read in class.

Mathematics

Text-books: Wentworth's Complete Algebra, Plane and Solid Geometry, Trigonometry and Surveying.

FIRST YEAR. (Five periods.)

First term: Algebra,—from the beginning to Common Factors and Multiples, cc. 1 to 7 excl.

Second term: Algebra,—Common Factors to Simultaneous Equations of the first degree, excl., cc. 7-11. Also Loci of Equations, c. 32.

SECOND YEAR. (Four periods.)

First term: Algebra,—Simultaneous Equations to Indeterminate Equations, cc. 11-16 excl.

Second term: Algebra,—Indeterminate Equations to Choice, etc., excl.

THIRD YEAR. (Four periods.)

First term: Geometry, Bks. I, II.

Second term: Geometry, Bks. III, IV, V.

FOURTH YEAR. (Four periods.)

First term: Geometry, Bks. VI, VII, VIII.

Second term: Plane Trigonometry, cc. 1 to 5 excl.

Instruction in the theory and use of logarithmic tables is given in connection with Plane Trigonometry.

Comparative Zoology

A Study of the Animal Types. Vertebrata, Arthropoda, Vermes, Echinodermata, Coelenterata, Protozoa.—Sketching.

Two periods per week for two terms.

Physics

FOURTH YEAR. (Four periods.)

History

FIRST YEAR. (Two periods.)

Oriental and Grecian History. Text-book: Morey's Outlines of Ancient History.

SECOND YEAR. (Two periods.)

History of Rome. Text-book: Morey's Outlines of Ancient History.

THIRD YEAR. (Two periods.)

History of the United States.

Text-books: Montgomery's History of the United States, and Macy's Lessons in Civil Government.

FOURTH YEAR. (Two periods.)

Guggenberger's History of the Christian Era.

Elocution

One period a week throughout the four-years' course.

Periods—or Class Hours in Academic (High School) Department

	<i>1 Year</i>	<i>2 Year</i>	<i>3 Year</i>	<i>4 Year</i>
Latin.....	9	5	5	5
Greek.....	—	5	5	5
English.....	5	5	5	5
Mathematics.....	5	5 (1 Eloc.)	5 (1 Eloc.)	5 (1 Eloc.)
History.....	2	2	2	2
Elocution.....	1	(1 per.of Math.)	(1 per.of Math.)	(1 per.of Math.)
Christian Doctrine....	2 (½-hr.)	2 (½-hr.)	2 (½-hr.)	2 (½-hr.)
Physics.....	—	—	—	4
Zoology.....	—	—	2	—
Physical Geography..	—	2	—	—
German.....	2	2	2	—

Catalogue of Students

Academy (High School)—Fourth Year

Becka, Francis L.	Lamb, Raymond L.
Carrabine, Martin I.	Latchford, J. Sherman
Cowan, J. Loren	Litzler, Louis A.
Cullinan, Martin I.	Malecek, Edward C.
Dennerle, George M.	Montgomery, Robert L.
Dunne, William	Murphy, Albert J.
Hildebrandt, Robert J.	Norton, Harry A.
Hill, Charles F.	Quinlivan, Thomas P.
Hovorka, Frank T.	Sazima, Joseph A.
Ilg, Alphonse J.	Schelosky, Edmund P.
Kaehni, William L.	Seeholzer, Adolph M.
Keane, William A.	Smrcina, Edmund F.
Kegg, John W.	Spink, Lynn V.
Klafczynski, Bruno R.	Uebbing, Edmund J.
Kleber, August J.	Urmetz, Carl Raymond
Kralik, John J.	Valvoda, Charles F.
	Weigler, Joseph F.

Third Year—Division A

Black, Victor E.	McBrien, Edward F.
Brucker, Frank A.	McGraw, Edward W.
Bungart, Aloysius A.	Madigan, John F.
Catalano, Leo C.	Maloney, Daniel
Chambers, Thomas P.	Mellert, Lawrence J.
Coughlin, Lawrence W.	Murphy, William Joseph
Cullitan, John P.	Murray, Edwin J.
Kikel, Edward A.	Newton, Daniel E.
Lawless, Thomas	O'Donnell, Harry E.
Lynch, Joseph D.	Sommer, Andrew
	Stevenson, Francis J.

Third Year—Division B

Brickel, Arthur C. J.	Heidlberrg, Joseph A.
Burke, Patrick T.	Kalina, Wenceslas
Cihak, Charles F.	Loftus, Arthur
Filak, Andrew	Murphy, William John
Fitzgibbon, John T.	Novak, George
Foerstner, Stephen J.	Nunn, Charles
Gara, William E.	Sroub, Wenceslas E.
Gerhardstein, Herman J.	Steiger, Raymond J.
Gibbons, William L.	Warth, George L.
Hamilton, Paul	Wasmer, John C.
	Zeleznik, Valerian J.

Second Year—Division A

Bilek, James
 Bobal, George
 Cousins, Clement B.
 Doran, Thomas J.
 Finucan, George
 Fish, Schuyler J.
 Fowler, Walter
 Gaffney, Richard J.
 Gallagher, Ralph A.
 Hynes, Martin
 Keefe, William J.
 Kirby, Edmund A.
 Kirby, Francis E.
 Kleinhenz, Joseph M.
 Kratky, Julius A.

Lavelle, Joseph
 Lavelle, Martin
 L'Estrange, William L.
 McCarthy, James T.
 McDonnell, John
 Marvan, Thomas
 Meehan, George N.
 Pelouch, Joseph
 Perme, Louis J.
 Radcliffe, Leo
 Simmerly, Herbert
 Slowey, James F.
 Smith, Henry M.
 Sommer, Louis
 Wiegand, Alphonse J.

Second Year—Division B

Badarzynski, Adam
 Baldwin, Don W.
 Bartoszewski, Boleslas J.
 Brennan, Francis M.
 Burke, J. Clayton
 Cowan, Thomas
 Craft, Raymond E.
 Frederick, Harold
 Gallagher, James
 Gilbride, Aloysius
 Glavich, Joseph B.
 Gray, Raymond J.
 Grega, Charles
 Gromond, Zolton L.
 Hannibal, John

Holan, Charles
 Hovancek, Joseph
 Johanek, Frank
 Jones, Raymond
 Kaehni, Frank
 Kirchner, Victor J.
 Lane, Frank D.
 Madaras, Edward
 O'Brien, William Jennings
 Pauer, Stanislas
 Pfundstein, Frederick
 Raimer, Raymond
 Raynor, Charles A.
 Regner, Leo
 Snyder, Julius J.

Walsh, William M.

First Year—Division A

Bell, Harold J.
 Bendell, Miles J.
 Bouille, Lawrence
 Brichacek, Frank
 Briggs, Robert
 Caldwell, Elmer
 Deighan, Charles
 Feighan, Joseph
 Fronek, Anthony
 Furst, Ernest
 George, Edwin J.
 Girard, Jules
 Kawolunas, Joseph
 Kleinschnitz, Andrew J.
 Lawlor, Edward
 Lynch, Paul
 McKean, Edward J.

Machovina, Ralph
 Moore, Raymond F.
 Murphy, John
 Murray, Thomas
 Olinsky, John F.
 Peter, John
 Riley, Emmett
 Riley, Norman
 Roth, Herbert
 Shannon, Edward F.
 Smith, Leo
 Snell, Joseph D.
 Sprenc, Paul C.
 Stupjansky, John
 Te Pas, Paul
 Vevera, James
 Walsh, Frank

Weber, John

First Year—Division B

Bender, Philip J.	Kocour, Rudolph C.
Boghos, Paul	Kozak, John
Buck, John D.	McGraw, George
Carmody, William J.	Madden, Eugene F.
Dacek, Raymond	Mahoney, Sylvester
Donegan, Denis A.	Malak, Edmund
Gallagher, Daniel	Mantkowski, Frank
Garvey, Leo T.	Patton, Cornelius
Haggerty, Patrick	Roach, Melvin J.
Hodous, Edward J.	Sands, Harry
Hreha, George	Schaefer, John
Kaminski, Julius	Schoepe, Frank
Kegg, Francis	Sikorski, Robert
Kiewel, Walter J.	Spencer, John
Kleinhenz, Francis	Stastny, Raymond
Klika, Charles F.	Steuer, Clement
Kocour, James L.	Surtz, Francis M.
	Uhrich, J. William

First Year—Division C

Carey, Arthur	Mally, James
Carney, Edward T.	Moran, Edward
Czech, Peter	Motley, Arthur W.
Dowdell, William J.	O'Brien, Lester
Finucan, Raymond M.	O'Neill, James
Gallagher, John E.	Sigler, Leo
Hill, Albert	Smith, Webb
Jacubec, Andrew	Malak, Edmund
Kidney, Edward T.	Uhlir, Wenceslas
Krupinsky, Walter	Vantuch, Michael
McDonnell, Edward	Wagner, Cletus
	Westropp Russell

Academic (High School) Prizes

Contests in Elocution

The Gold Medal in the First Section, First and Second Academics,
was won by

JOSEPH D. LYNCH.

Donors of Medal: Misses Emma and Kathryn Smith.

The Gold Medal in the Second Section, Third Academic,
was won by

WILLIAM A. L'ESTRANGE.

Donor of Medal: Theodore A. Weed, M. D.

The Gold Medal in the Third Section, Fourth Academic,
was won by

RAYMOND F. DACEK

Donor of Medal: Rev. Francis J. Hroch.

First Academic—Fourth Year

The Gold Medal for the highest average in the collective branches of the class was merited by

CHARLES F. HILL, 96.8.

Donor of Medal: Rev. Casimir Reichlin.

FIRST HONORS:

Edmund F. Smrcina, 95.5	George M. Dennerle, 94.6
Martin I. Carrabine, 94.6	William Kaehni, 92.5
Louis A. Litzler, 90	

SECOND HONORS:

Edmund B. Uebbing, 88	John Kralik, 86
Harry A. Norton, 87	

Class Standing.

CHRISTIAN DOCTRINE.

First: Charles F. Hill	First: Edmund F. Smrcina
Next in Merit: Edmund F. Smrcina	Next in Merit: Charles F. Hill
George M. Dennerle	George M. Dennerle
Martin I. Carrabine	Martin I. Carrabine

LATIN.

GREEK.

First: Charles F. Hill	First: Edmund F. Smrcina
Next in Merit: Edmund F. Smrcina	Next in Merit: Charles F. Hill
Martin I. Carrabine	Martin I. Carrabine
George M. Dennerle	William Kaehni

ENGLISH PRECEPTS.

ENGLISH COMPOSITION.

First: Martin I. Carrabine
 Next in Merit: Louis A. Litzler
 Francis Hovorka
 George M. Dennerle

HISTORY.

First: Charles F. Hill
 Next in Merit: Edmund F. Smrcina
 Louis A. Litzler
 George M. Dennerle

MATHEMATICS.

First: Charles F. Hill
 Next in Merit: William Kaehni
 Edmund F. Smrcina
 George M. Dennerle

PHYSICS.

First: George M. Dennerle
 Next in Merit: Charles F. Hill
 Edmund F. Smrcina
 Martin I. Carrabine

Second Academic (Third Year)—Division A

The Gold Medal for the highest average in the collective branches of the class was merited by

THOMAS P. CHAMBERS, 96.

FIRST HONORS:

Aloysius A. Bungart, 95	Thomas J. Lawless, 92
Lawrence W. Coughlin, 94	Edward Kikel, 91
Joseph D. Lynch, 93	Edward W. McGraw, 91
Andrew Sommer, 90	

SECOND HONORS:

Harry E. O'Donnell, 87	Edward F. McBrien, 85
Frank A. Brucker, 87	Victor E. Black, 85

Class Standing.

CHRISTIAN DOCTRINE.

First: Thomas P. Chambers
 Next in Merit: Aloysius A. Bungart
 Edward W. McGraw
 Lawrence W. Coughlin

LATIN.

First: Thomas P. Chambers
 Next in Merit: Aloysius A. Bungart
 Thomas J. Lawless
 Lawrence W. Coughlin

GREEK.

First: Thomas P. Chambers
 Next in Merit: Aloysius A. Bungart
 Joseph D. Lynch
 Edward W. McGraw

ENGLISH PRECEPTS.

First: Lawrence W. Coughlin
 Next in Merit: Aloysius A. Bungart
 Thomas P. Chambers
 Joseph D. Lynch

ENGLISH COMPOSITION.

First: Lawrence W. Coughlin
 Next in Merit: Edward F. McBrien
 Aloysius A. Bungart
 Edwin J. Murray

HISTORY.

First: Thomas P. Chambers
 Next in Merit: Aloysius A. Bungart
 Joseph D. Lynch
 Edward W. McGraw

MATHEMATICS.

First: Thomas J. Lawless
 Next in Merit:
 Lawrence W. Coughlin
 Edward Kikel
 Aloysius A. Bungart

ZOOLOGY.

First: Thomas P. Chambers
 Next in Merit: Andrew Sommer
 William J. Murphy
 Aloysius A. Bungart

Second Academic—(Third Year)—Division B

The Gold Medal for the highest average in the collective branches of the class was merited by

WENCESLAS SROUB, 94.6.

Donor of Medal: Rev. Anthony Hynek.

FIRST HONORS:

Valerian Zeleznik, 93.4 Joseph Heidelberg, 90.8
William John Murphy, 90

SECOND HONORS:

Andrew Filak, 89 Arthur Brickel, 86
Raymond Steiger, 89 Wenceslas Kalina, 86
George Warth, 88 George Novak, 85
John Fitzgibbon, 85

Class Standing.

CHRISTIAN DOCTRINE.

First: Wenceslas Sroub
Next in Merit: Andrew Filak
William John Murphy
Raymond Steiger

ENGLISH COMPOSITION.

First: Raymond Steiger
Next in Merit: Wenceslas Sroub
Valerian Zeleznik
John Fitzgibbon
William Gara

GREEK.

First: Wenceslas Sroub
Next in Merit: Valerian Zeleznik
Andrew Filak
Joseph Heidelberg

MATHEMATICS.

First: Wenceslas Sroub
Next in Merit: Valerian Zeleznik
Raymond Steiger

LATIN.

First: Wenceslas Sroub
Next in Merit: Valerian Zeleznik
Joseph Heidelberg
George Novak

HISTORY.

First: Raymond Steiger
Next in Merit: Wenceslas Sroub
George Warth
William Murphy

ENGLISH PRECEPTS.

First: Wenceslas Sroub
Next in Merit: Raymond Steiger
Joseph Heidelberg
Valerian Zeleznik

ZOOLOGY.

First: George Warth
Next in Merit: Valerian Zeleznik
Stephen Foerstner
Andrew Filak

Third Academic—(Second Year)—Division A

The Gold Medal for the highest average in the collective branches of the class was merited by

THOMAS J. DORAN, 98.

FIRST HONORS:

Edmund Kirby, 94	Walter J. Fowler, 90
Louis J. Perme, 93	J. Richard Gaffney, 90
Joseph M. Kleinhenz, 90	

SECOND HONORS:

Alphonse J. Wiegand, 89	Ralph A. Gallagher, 87
John McDonnell, 87	William J. Keefe, 86
Schuyler J. Fish, 85	

Class Standing.

CHRISTIAN DOCTRINE.

First and Equal: Henry M. Smith
 Thomas J. Doran
 Next in Merit: J. Richard Gaffney
 Alphonse J. Wiegand
 Edmund Kirby

LATIN.

First: Thomas J. Doran
 Next in Merit: Louis J. Perme
 Edmund Kirby

GREEK.

First: Thomas J. Doran
 Next in Merit: Louis J. Perme
 Alphonse J. Wiegand

ENGLISH PRECEPTS.

First: Thomas J. Doran
 Next in Merit: Walter J. Fowler
 Louis J. Perme

ENGLISH COMPOSITION.

First and Equal: Edmund Kirby
 Walter J. Fowler
 Thomas J. Doran

HISTORY.

First: Thomas J. Doran
 Next in Merit: Ralph A. Gallagher
 Edmund Kirby

MATHEMATICS.

First: Thomas J. Doran
 Next in Merit: J. Richard Gaffney
 Joseph M. Kleinhenz

PHYSICAL GEOGRAPHY.

First: Henry M. Smith
 Next in Merit: Louis Sommer
 Alphonse J. Wiegand

Third Academic—(Second Year)—Division B

The Gold Medal for the highest average in the collective branches of the class was merited by

RAYMOND J. GRAY, 97.

FIRST HONORS :

Raymond E. J. Craft, 96
Charles Holan, 96
Edward Madaras, 94
Charles Raynor, 93

Julius Snyder, 92
James M. Gallagher, 91
Frank J. Kaehni, 91
Francis Johaneek, 90

SECOND HONORS :

Joseph B. Glavich, 89

Leo J. Regner, 88
Aloysius Gilbride, 85.

*Class Standing.***CHRISTIAN DOCTRINE.**

First: Raymond J. Gray
Next in Merit: Charles Holan
James M. Gallagher
Julius Snyder

LATIN.

First: Charles Holan
Next in Merit: Raymond E. J. Craft
Raymond J. Gray
Edward Madaras

GREEK.

First: Raymond E. J. Craft
Next in Merit: Charles Holan
Raymond J. Gray
Francis Johaneek

ENGLISH PRECEPTS.

First: Charles Holan
Next in Merit: Raymond E. J. Craft
Raymond J. Gray
Edward Madaras

ENGLISH COMPOSITION.

First: Charles Holan
Next in Merit: James M. Gallagher
Raymond E. J. Craft
Edward Madaras

HISTORY.

First: Raymond J. Gray
Next in Merit: Charles Holan
Julius Snyder
Raymond E. J. Craft

MATHEMATICS.

First: Raymond E. J. Craft
Next in Merit: Charles Holan
Raymond J. Gray
Frank J. Kaehni

PHYSICAL GEOGRAPHY.

First: Julius Snyder
Next in Merit: Raymond E. J. Craft
Raymond J. Gray
Edward Madaras

Fourth Academic—(First Year)—Division A

The Gold Medal for the highest average in the collective branches of the class was merited by

JOSEPH FEIGHAN, 95.

FIRST HONORS :

Ernest Furst, 94	Herbert Roth, 92
Joseph Kawolunas, 93	Edward Shannon, 92
Frank Brichacek, 92	Frank Walsh, 91
	Paul Te Pas, 90

SECOND HONORS :

John Peter, 88	John Murphy, 86
Ralph Machovina, 87	James Vevera, 86
Leo Smith, 87	Raymond Moore, 85

Class Standing.

CHRISTIAN DOCTRINE.

First and Equal: Herbert Roth	First: Joseph Kawolunas
Edward Shannon	Next in Merit: Joseph Feighan
Next in Merit: Ralph Machovina	Frank Brichacek
James Vevera	Ernest Furst

LATIN.

ENGLISH PRECEPTS.

First: Joseph Feighan
 Next in Merit: Paul Te Pas
 Frank Brichacek
 Ernest Furst

ENGLISH COMPOSITION.

First: Paul Te Pas
 Next in Merit: Ernest Furst
 Miles Bendell
 Joseph Feighan

HISTORY.

First: Ernest Furst
 Next in Merit: Joseph Feighan
 Joseph Kawolunas
 Frank Walsh

MATHEMATICS.

First: Frank Walsh
 Next in Merit: Frank Brichacek
 Ernest Furst
 Herbert Roth

Fourth Academic—(First Year)—Division B

The Gold Medal for the highest average in the collective branches of the class was merited by

EDWARD J. HODOUS, 98.

FIRST HONORS :

Francis M. Surtz, 94	Daniel F. Gallagher, 90
Cornelius I. Patton, 93	James L. Kocour, 90
Robert Sikorski, 92	John A. Kozak, 90
Raymond F. Dacek, 91	John C. Schaefer, 90

SECOND HONORS :

Patrick Haggerty, 89	Denis A. Donegan, 88
Eugene F. Madden, 89	Clement E. Steuer, 86
Rudolph C. Kocour, 88	George McGraw, 85

Class Standing.

CHRISTIAN DOCTRINE.

First: Edward J. Hodous
 Next in Merit: John C. Schaefer
 James L. Kocour
 Francis M. Surtz

ENGLISH PRECEPTS.

First: Edward J. Hodous
 Next in Merit: Cornelius I. Patton
 Daniel F. Gallagher
 Patrick Haggerty

LATIN.

First: Robert Sikorski
 Next in Merit: Edward J. Hodous
 James L. Kocour
 Cornelius I. Patton

HISTORY.

First: Edward J. Hodous
 Next in Merit: Raymond F. Dacek
 Francis M. Surtz
 Denis A. Donegan

ENGLISH COMPOSITION.

First: Cornelius I. Patton
 Next in Merit: Edward J. Hodous
 Francis M. Surtz
 Daniel F. Gallagher

MATHEMATICS.

First: Edward J. Hodous
 Next in Merit: Francis M. Surtz
 Robert Sikorski
 Cornelius I. Patton

Fourth Academic—(First Year)—Division C

The Gold Medal for the highest average in the collective branches of the class was merited by

EDWARD McDONNELL, 96.

FIRST HONORS:

Andrew Jacobec, 95	Arthur W. Motley, 92
Leo Sigler, 95	Michael Vantuch, 91
	James O'Neill, 90.

SECOND HONORS:

Albert Hill, 89	James Mally, 87
Raymond M. Finucan, 88	Wenceslas Uhler, 86
	Cletus Wagner, 86

Class Standing.

CHRISTIAN DOCTRINE.

First: Andrew Jacobec
Next in Merit: Michael Vantuch
Albert Hill
Edward McDonnell

LATIN.

First: Edward McDonnell
Next in Merit: Andrew Jacobec
Michael Vantuch
Arthur W. Motley

ENGLISH PRECEPTS.

First: Edward McDonnell
Next in Merit: Arthur W. Motley
Andrew Jacobec
James Mally

ENGLISH COMPOSITION.

First: Edward McDonnell
Next in Merit: Raymond M. Finucan
John E. Gallagher
Arthur W. Motley

HISTORY.

First: Edward McDonnell
Next in Merit: Raymond M. Finucan
Arthur W. Motley
Albert Hill

MATHEMATICS.

First: Arthur W. Motley
Next in Merit: Andrew Jacobec
Edward McDonnell
Michael Vantuch

German

THIRD YEAR.

First: Frank Kaehni
Second: Joseph M. Kleinhenz

SECOND YEAR.

First: Raymond E. Craft
Second: Valerian J. Zeleznik

FIRST YEAR—DIVISION A.

First: Joseph Feighan
Second: Joseph Kawolunas

FIRST YEAR—DIVISION B.

First: Edward McDonnell
Second: Edward J. Hodous

Alumni and Students' Organizations

The Alumni Association

The Alumni Association of St. Ignatius College was organized in the spring of 1903 and has for its object, "to keep up the friendship of college days, to promote Catholic education and to further the interests of the College." The Association holds an annual meeting about the time of the College Commencement, and other business and social meetings at the call of the Executive Committee. It has founded the Alumni Medal for the best historical essay presented by a student of the Freshman or Sophomore class.

Executive Committee

Rev. John B. Furay, S. J.....	President of the College
Joseph A. Schlitz.....	President
Rev. J. M. Hanley.....	First Vice-President
Rev. Hubert LeBlond.....	Second Vice-President
Benjamin Ling.....	Secretary
James Faragher.....	Treasurer
Rev. Joseph Trainor.....	Historian
Rev. John E. Casey.....	Chaplain
Rev. James A. McFadden	Robert Gribben

Sodalities of The Blessed Virgin

The object of the Sodality of the Blessed Virgin is to foster in the students an earnest religious spirit, and especially a tender devotion to the Mother of God.

Sodality of the Annunciation of The Blessed Virgin Mary

SENIOR STUDENTS.

Established February 2, 1891.

Rev. Richard D. Slevin, S. J., Director.

OFFICERS.

First Term.

Second Term.

Harry M. O'Brien.....	Prefect	Harry M. O'Brien
Wenceslas A. Slaby.... }	.... Assistants .... }	.....Victor Walsh
Paul J. Preusser..... }		....Wenceslas A. Slaby
Victor J. Walsh.....	Secretary	Bernard J. McKeon
Raymond A. Dempsey.. }	.... Consultors .... }	....Maurice M. Murphy
Bernard J. McKeon.... }		....Raymond A. Desson
Charles W. McDonough }		....Andrew J. Roshetko
Francis J. McGlynn.... }		.....Frank P. Brennan
Joseph A. Bodnar..... }		.....James J. Duffy
James J. Duffy..... }		...William L. J. Newton
John F. Gallagher..... }		...Martin I. Carrabine
Harry A. Norton..... }		.....Louis A. Litzler
Martin I. Carrabine.... }		....George M. Dennerle
Joseph A. Sazima..... }		
Joseph G. Brady.....	Sacristan	Thomas I. Gaffney
Alvin O. Sibila.....	Organist	Alvin O. Sibila

Sodality of The Immaculate Conception

JUNIOR STUDENTS.

Established February 26, 1909.

Rev. Augustine J. Ruffing, S. J., Director.

OFFICERS.

First Term.

Aloysius Bungart.....	Prefect	Aloysius Bungart
Joseph D. Lynch.....	First Assistant.....	Joseph D. Lynch
Wenceslas Sroub.....	Second Assistant.....	Edmund Kirby
Edmund Kirby.....	Secretary	Wenceslas Sroub
Lawrence W. Coughlin.....	Treasurer	Lawrence W. Coughlin
James M. Gallagher....	} Sacristans	{ James M. Gallagher
Martin Hynes.....		
Thomas J. Doran.....	} Consultors	{ Thomas J. Doran
Walter J. Fowler.....		
Joseph Heidelberg.....		
Raymond Gray.....		

Second Term.

Aloysius Bungart.....	Prefect	Aloysius Bungart
Joseph D. Lynch.....	First Assistant.....	Joseph D. Lynch
Wenceslas Sroub.....	Second Assistant.....	Edmund Kirby
Edmund Kirby.....	Secretary	Wenceslas Sroub
Lawrence W. Coughlin.....	Treasurer	Lawrence W. Coughlin
James M. Gallagher....	} Sacristans	{ James M. Gallagher
Martin Hynes.....		
Thomas J. Doran.....	} Consultors	{ Thomas J. Doran
Walter J. Fowler.....		
Joseph Heidelberg.....		
Raymond Gray.....		

The Apostleship of Prayer in League with the Sacred Heart

The Apostleship of Prayer in League with the Sacred Heart is a world-wide organization, of which there exists in the College a distinct and duly-erected Local Center, with membership open to all the students. The object of the association is to foster a manly and practical devotion to the Sacred Heart of our Lord and its interests in the world, and to put in practice the law of universal charity by mutual prayer for the intentions of all Associates.

REV. WILLIAM F. HENDRIX, S. J., Director.

The Senior Debating Society

The Society affords opportunity for acquiring skill in the art of speaking, gives much useful information to its members and develops in them a taste for literary studies. The usual exercises at the weekly meetings are the reading of original essays and the discussion of subjects of debate approved by the Moderator.

REV. JAMES J. DOYLE, S. J., Moderator.

OFFICERS.

First Term.

Alvin O. Sibila.....	President	Maurice M. Murphy
Frank C. Brennan.....	Vice-President	Paul C. Smith
Maurice M. Murphy.....	Secretary	Victor J. Walsh
Raymond A. Desson.....	Treasurer	John J. Meehan

Second Term.

The Junior Debating Society

The object of this Society is to foster a taste for literature and to enable its members to acquire ease and facility in composition and in argumentative speaking. Debates, original essays and poems form the programme for the meetings, which are held every two weeks. The matter taken up in these meetings is a preparation for the more advanced work done in the Senior Debating Society.

Moderator.....	Rev. William F. Hendrix, S. J.
President.....	Martin I. Carrabine
Vice-President.....	August J. Kleber
Secretary.....	Harry A. Norton

The Students Library

The object of the Library is to foster a taste for good and useful reading.

The Circulation Department, accessible to all students, comprises over three thousand five hundred volumes of choice literature, carefully selected with a view to the needs of the college students. Books are issued on all school days.

In the Reading Rooms, the leading Catholic journals and magazines, together with valuable works of reference, are placed at the service of the students, thus affording them ample opportunity of becoming acquainted with the current news, and of forming sound opinions upon important questions of the day. The Reading Rooms are open daily from 12 to 12:45 P. M.

MR. STEPHEN J. OSDOBA, S. J., Director.

OFFICERS.

First Term.

Martin I. Carrabine..... President
William J. Murphy.....
Lawrence W. Coughlin.
Arthur J. Brickel.....
Francis J. Stevenson...
E. Thomas Brigham....

..... Librarians

Second Term.

Martin I. Carrabine
.....William J. Murphy
.....Victor E. Black
..J. Sherman Latchford
..Lawrence W. Coughlin
.....Arthur J. Brickel

The Athletic Association

By means of this Association encouragement is given its members to acquire the physical development requisite for consistent work in the classroom. Those only are permitted to play on a representative team who have attained proficiency in the various branches of the curriculum.

Moderator.....Mr. Thomas J. Moore, S. J.
President.....Maurice M. Murphy
Vice-President.....John A. Filak
Secretary and Treasurer.....Bernard J. McKeon

Thanksgiving Day Celebration

PROGRAMME.

Piano—National Airs.....	Raymond A. Desson
Address.....	Bernard J. McKeon, '13
Declamation—"Star Spangled Banner".....	Maurice M. Murphy, '13
"America".....	Students' Chorus

Washington's Birthday Celebration

PROGRAMME

"Yachting Glee".....	College Glee Club
Address—"Character of Washington".....	Harry M. O'Brien, '13
Musical Selections by.....	{ John Schaefer, Violin Philip A. Scully, Piano
Remarks by the Reverend President	
"America".....	Glee Club and Students' Chorus

First Public Disputation

December 21, 1912

Philosophy Class

PROGRAMME.

1. Essay—"Modern Idealism".....	Paul J. Preusser
2. Discussion on Epistemology.....	{ Wenceslas A. Slaby, Def. John A. Filak, Obj.
3. Essay—"The Natural Law".....	Raymond A. Desson
4. Discussion in Ethics.....	{ Alvin O. Sibila, Def. Bernard J. McKeon, Obj.

I. EPISTEMOLOGY.

1. The Reliability of Consciousness cannot be denied or questioned without falling into Universal Scepticism.
2. The perceptions of our External Senses lead to true certitude about the existence of bodies.
3. The objective validity of Ideas cannot and need not be proved; Transcendental Idealism necessarily leads to Universal Scepticism.
4. Deductive Reasoning, when materially and formally correct, is an infallible means for arriving at certitude and for acquiring new knowledge.
5. Incomplete Induction, when made according to its laws, furnishes certainty.
6. The consent of mankind in questions relating to the moral and social order cannot be erroneous.
7. Human Testimony can be a source of correct and certain knowledge about contemporary events.
8. Oral Tradition produces certitude about sensible, public and important facts of the past, if it reaches up to the event itself, is widely spread in every generation and always consistent in its substantial features. It is possible in certain cases to prove that these conditions are fulfilled.
9. Historical Documents are a source of correct and reliable information about events of the past, if it can be proved that they are authentic, preserved in substantial integrity, understood correctly, and that the author is reliable. Moreover, it is possible in certain cases to show that these conditions are fulfilled.
10. The last criterion of truth is Objective Evidence.

II. GENERAL ETHICS.

1. The Eternal Law, in as far as it concerns man, is made known to the human race by the creation of human reason.
2. The Eternal Law thus made known and commonly called the Natural Law is universal and unchangeable.
3. Every man must apply this law to the individual actions and omissions of his life by using his reason and this dictate of reason, commonly called Conscience, must be obeyed whenever it is certain, even though it be invincibly erroneous.
4. Man is never permitted to act with a practical doubt of conscience.
5. If it is impossible to arrive at direct certitude about one's duty in the individual case, one is obliged to choose the safer course whenever besides liceity another end must be obtained.
6. In cases of mere liceity man is permitted to choose either of the two contradictory opinions concerning the existence of an obligation, provided both are truly probable, even though the opinion asserting the existence of an obligation is more probable.
7. Though Right as a rule is enforcible, enforcibility does not constitute its essence.
8. Only a rational being can be the owner of rights. Every rational being by his very nature is endowed with certain rights which are independent of any positive law.
9. The Juridical Order is a part of the Moral Order.
10. Vivisection is not immoral when certain conditions are observed.

Second Public Disputation

Held in honor of St. Thomas Aquinas

March 7th, 1913

PROGRAMME.

- | | |
|--|---|
| 1. Essay—"The Stream of Thought Theory"..... | Wenceslas A. Slaby |
| 2. Discussion on Metaphysics..... | { Maurice M. Murphy, Def.
Harry M. O'Brien, Obj. |
| 3. Essay—"The Social Question"..... |  | Paul J. Preusser |
| 4. Discussion in Ethics..... | { Raymond A. Dempsey, Def.
Raymond A. Desson, Obj. |
| | |

I. GENERAL METAPHYSICS.

1. The Notion of Being is contracted in every other positive idea, but not by metaphysical composition.

2. The Notion of Being can be predicated about God and creature, substance and accidents only in an analogous sense, and the analogy in these cases is one of intrinsic attribution.

3. Intrinsic possibility is based neither on the existence of created beings nor on the power, nor on the will of God.

4. Intrinsic Possibility has for its ultimate intrinsic reason the nature of the notes or elements constituting a being, for its ultimate extrinsic reason the Divine Essence in as far as it is imitable.

5. Against the Philosophy of Universal Identity it is to be said that every real being, whether actual or only possible, must be an individual. The Principle of Individuation is physically identical with the entity of the individual.

6. Against the Pan-phenomenalists and the Pragmatists the objective validity of the concept of Substance can be proved from internal and external experience.

7. The Notion of Personality is based on evident experience; but the same experience disproves the so-called Stream of Thought Theory.

8. Accidents possessing a reality really distinct from that of the substance exist in the physical order.

9. The Concept of Efficient Cause is based on internal and external experience.

10. The Principle of Causality is analytic, absolutely certain and universal.

II. ETHICS.

RIGHT AND PROPERTY.

1. A Right is "per se" enforcible; however enforcibility and the actual possibility of using coercion do not constitute its essence.

2. Only rational beings can possess rights; but all rational beings are by nature endowed with certain rights.

3. By nature man is endowed with the right of acquiring perfect private ownership of material objects.

4. The Materialistic Conception of History which Carl Marx proposes in his defense of Socialism is absolutely wrong.

5. The Theory of Value by which he endeavors to prove the injustice of the present economic system as based on private ownership in the means of production and distribution is untenable.

6. Lasalle's Iron Law of Wages must be rejected.

7. Socialists in vain try to defend their system by appealing to men's equal right to existence, the right to the fruit of one's labor and the right to work, and by imputing the present Social Evil to the system of private ownership and private production as such.

8. It is morally impossible successfully to maintain the Co-operative Commonwealth which Socialists advocate.

9. While the worker has a natural right to a "fair" wage, which in the case of an adult means a "family wage," he cannot claim a natural right to a "working interest."

10. First Occupancy is in itself a valid title for ownership.

Annual Prize Debate

Library Auditorium - Fulton Road and Bridge Ave.

Thursday, May 22, 1913

PROGRAMME.

Musical Selection

Introductory Remarks.....Paul C. Smith, Chairman

"Resolved, That Foreign Immigration to the United States should be further restricted by the imposition of an Educational Test."

First Affirmative.....James E. Hallisy

First Negative.....Alvin O. Sibila

Second Affirmative.....John Polk

Second Negative.....Maurice M. Murphy

Musical Selection

Rebuttals

Musical Selection

Decision

JUDGES OF THE DEBATE.

Dr. William Manning

Mr. Charles J. Sheffield

Mr. Joy S. Hurd

Musical Selections—

ViolinJohn Schaefer

Piano.....Philip A. Scully

Contest in Elocution

Library Auditorium, Wednesday, May 14, 1913

PROGRAMME.

College Capers—March.....*Zamecnik*
 John Schaefer, Violin Lawrence J. Mellert, Cornet
 Philip A. Scully, Piano.

SECTION I—(FIRST HIGH).

How He Saved the Garrison.....Daniel Gallagher
 The Polish Boy.....Raymond F. Dacek
 Marmion and Douglas.....Robert Briggs
 March of Our Nation (Geibel).....College Glee Club

SECTION II—(SECOND HIGH).

Mr. Brown's Hair Cut.....Julius J. Snyder
 The Death of Laughing-Water.....William A. L'Estrange
 Da Besta Frand.....Edward Madaras
 The Vagabonds.....Joseph M. Kleinhenz
 Souvenir De Wienawski.....John Schaefer, Violin
 Philip A. Scully, Accompanist

SECTION III—(THIRD AND FOURTH HIGH).

Whisperin' Bill.....Lawrence J. Mellert
 Orestes.....John W. Kegg
 Gettysburg Address.....Harry A. Norton
 Parrhasius.....Stephen J. Foerstner
 Little Joey.....Joseph D. Lynch
 Little Cotton Dolly (Geibel).....College Glee Club

COLLEGE DEPARTMENT—(FRESHMAN AND SOPHOMORE).

The Modern Cain.....James J. Duffy
 The Deathbed.....Francis J. McGlynn
 Jacques Dufour.....Paul C. Smith
 Clarence's Dream.....Farrell T. Gallagher
 Kerry Mills Potpourri.....Arr. by William Schultz
 John Schaefer, Violin Lawrence J. Mellert, Cornet
 Philip A. Scully, Piano

DECISION OF JUDGES.

JUDGES OF THE CONTEST.

Rev. Thomas A. Kirby, D. D. Robert Fisher, LL. B.
 Armand J. Prudhomme, M. D.

Glee Club under the direction of Prof. R. M. Schneider.

Contest in Oratory

For the Louis J. Litzler Medal

December 11, 1912, 8:15 p. m.

PROGRAMME.

Piano Duet—"Czardas No. 6".....	<i>Millet</i>
Alvin O. Sibila and Raymond A. Desson	
Education and Crime.....	Farrell T. Gallagher
Christopher Columbus.....	James J. Duffy
Recall of Judges.....	Alvin O. Sibila
Violin Solo—"Beautiful Blue Danube".....	<i>Strauss</i>
Walter J. Kiewel	
Accompanist, Raymond A. Desson	
The Navy.....	Oldric A. Mazanec
Daniel O'Connell.....	John F. Gallagher
Piano Duet—"Morceaux Elegants".....	<i>Osten</i>
Raymond A. Desson and Alvin O. Sibila	

DECISION OF JUDGES.

JUDGES.

Rev. James M. Hanley	Mr. Joseph A. Schlitz, '06
Mr. Benjamin E. Ling, '08	

Twenty-Seventh Annual Commencement

B. of L. E. Hall

Friday Evening, June 20, 1912, 8:15 p. m.

PROGRAMME.

The Edict of Milan.....	Maurice M. Murphy
A Free Church—Valedictory.....	Alvin O. Sibila

Conferring of Degrees.

Award of Prizes.

Address to Graduates

Hon. Maurice H. Donahue, Supreme Court of Ohio

ORGAN SELECTIONS.

Prof. R. M. Schneider.

Distribution of Academy (High School) Prizes, June 21, 10 A. M., St. Mary's Hall.

General Summary

College	62
Academy (High School)	229
Loyola High School	123
Total	414

UNIVERSITY OF ILLINOIS

JUN 27 1913

PRESIDENT'S OFFICE

Announcements

FOR 1913.

Matriculation—Owing to the rush of new students immediately before the Fall Opening, parents are requested to enter their sons as soon as possible after August 15. Office hours from 9 to 12 a. m.

Examination for Free Scholarships, open to all the parochial schools of Cleveland and vicinity, on Saturday, June 21, at 9 a. m.

Examinations of Conditioned Students, 9 o'clock a. m.: Tuesday, August 26, Latin, Greek, Physics and Chemistry; Wednesday, August 27, Mathematics, History, English, etc.

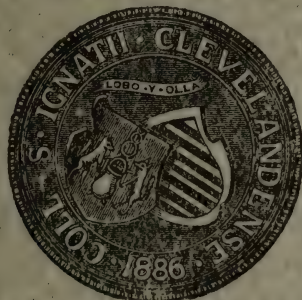
Entrance Examinations will be held on Saturday, August 30, at 9 a. m.

Fall Opening—Wednesday, September 3, 1913.

13H
13/14

St. Ignatius College

Cleveland, Ohio



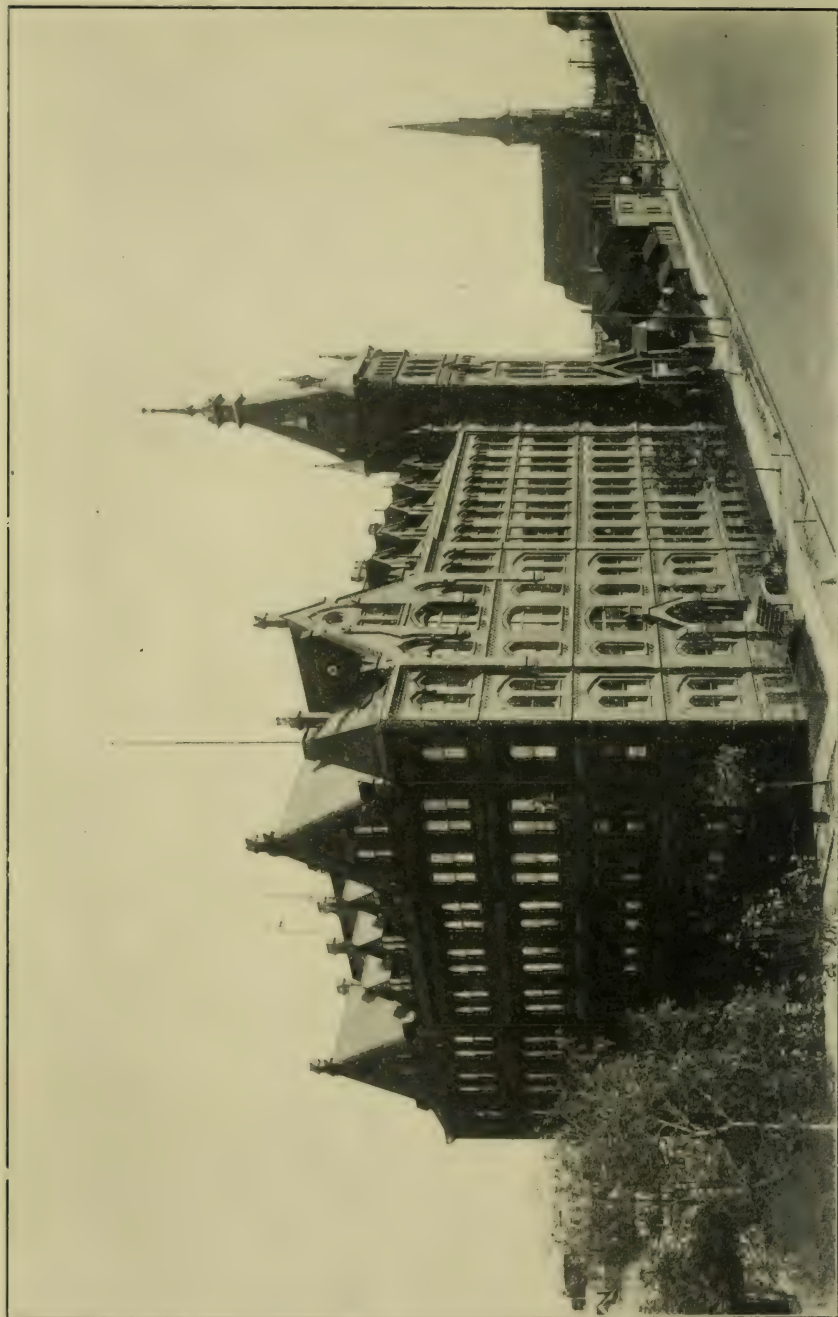
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UNIVERSITY OF ILLINOIS

JUL 1 1914

PRESIDENT'S OFFICE

1913 - 1914



ST. IGNATIUS COLLEGE, CLEVELAND

A. M. D. G.



Catalogue
of
St. Ignatius College

Cleveland, Ohio



1913 - 1914

Board of Trustees

REV. JOHN B. FURAY, S. J.,
PRESIDENT.

REV. L. KELLINGER, S. J.,
VICE-PRESIDENT.

REV. FRANCIS J. HAGGENEY, S. J.,
SECRETARY.

REV. JOHN B. NEUSTICH, S. J.,
TREASURER.

REV. MATTHIAS PETERS, S. J.

REV. FRANCIS S. BETTEN, S. J.

REV. RICHARD D. SLEVIN, S. J.

General Information

St. Ignatius College, conducted by the Fathers of the Society of Jesus, was opened for the reception of day-scholars on the 6th of September, 1886. It was incorporated by the Secretary of State, December 29, 1890, with the power to confer such academic degrees and honors as are conferred by colleges and universities of the United States.

The legal title of the college for the purpose of bequests and donations is

ST. IGNATIUS COLLEGE OF CLEVELAND, OHIO.

Loyola High School, situated on the corner of Cedar Avenue and East 106th Street, was established as a branch of St. Ignatius College in September, 1907. The course of studies is the same as that followed in the High School (Academic) Department of St. Ignatius College.

Moral Training

In its moral training the College aims at building the conscience of its students for the right fulfilment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for this fulfilment; and, as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. The Catholic students are required to attend the classes in Christian Doctrine, to be present at the Chapel exercises, to make an annual retreat and to approach the Sacraments at least once a month.

Discipline

Though the government of the Institution is mild rather than severe, yet, for the maintaining of order and discipline, without which there can be no training nor development of character, the students are required to be obedient, earnest in study, punctual, and refined of manner; any serious neglect in these essential points rendering the offender liable to effective correction and even to dismissal.

For faults committed outside the premises, the officers of the College do not consider themselves responsible, as students cease then to be under their jurisdiction; still, in justice to the reputation of the College, the authorities will hold students strictly accountable for offenses of this nature.

Sessions

The Academic year consists of one session, beginning on the first Monday of September and ending on or about June 21, when the Annual Commencement, the Conferring of Degrees and the Distribution of Premiums take place. The *session* is divided into two *terms*—the first ending on the first of February and the second on or about June 21.

Examinations

A thorough examination in all classes is made at the close of the year. There is a special mid-year examination for the

Philosophy Class in all the branches of the class, and the averages made by the students are publicly announced at the February Distribution. In all other classes of the College and Academy quarterly competitions are held. The final examination covers the work from January 1.

Class Standing

The student's progress is indicated by the combined results of the competitions, mentioned above, and his class-work. "*Class Work*" is the record of the student's attendance and of his satisfactory work during the hours of class. It counts half, equally with the competitions, in his standing. Markings are on the scale of 100. An average below 75 shows an unsatisfactory standing; an average below 67 is failure to pass.

Parents and guardians should observe that absence and tardiness, even though excusable, affect the class-work and, consequently, the student's standing and his chances for promotion.

Reports

Weekly reports are given respecting the students' conduct, application and attention; parents are requested to sign these reports and to see that they are returned to the College.

After each set of competitions, with the exception of that held in April, a report of the student's standing is sent to the parents or guardian. The Vice-President should be notified if the reports are not received in due time.

Promotions

Promotions to a higher grade are regularly made at the beginning of the academic year; but they will be made at any time when the student's progress justifies them. Students who fail in two principal branches in the final examinations will not be promoted.

Degrees

The successful completion of the College course entitles the student to the degree of Bachelor of Arts.

The degree of Master of Arts can be obtained by devoting a further year to the study of Philosophy in the College, or two years to professional studies, together with a written thesis on a subject assigned by the President of the College.

Honorary degrees may be conferred at the discretion of the Board of Trustees upon those who have deserved well of the community in Literature, Science, or the Professions.

Honors and Prizes

Every quarter the combined competition and "class-work" record is publicly proclaimed, and honors are awarded to the leaders.

The honors and prizes awarded at the end of the year are determined by the recitations of the entire year and the competitions. To the student making the highest average in the collective branches of his class a gold medal is awarded. Those whose average is 90 per cent and upward merit the distinction of first honors; and those whose averages are between 85 and 90, second honors. Besides these incentives to study, special mention is made in the catalogue of those who have obtained leading places in the various branches of the classes in the Academic Department.

Special Prizes

Intercollegiate English Prize

A purse of \$100 (\$50 for the first prize, \$20 for the second, \$15 for the third, \$10 for the fourth, and \$5 for the fifth) is offered yearly by Mr. D. F. Bremner, of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit Colleges of the Missouri Province, which are:

St. Louis University, St. Louis, Mo.
St. Xavier College, Cincinnati, Ohio.
St. Ignatius College, Chicago, Ill.
St. Mary's College, St. Marys, Kan.
Creighton University, Omaha, Neb.
Detroit University, Detroit, Mich.
Marquette University, Milwaukee, Wis.
Campion College, Prairie du Chien, Wis.
St. Ignatius College, Cleveland, Ohio.
St. John's University, Toledo, Ohio.

Intercollegiate Latin Prize

For the best Latin essay from competitors of the same colleges, a gold medal is offered by Very Rev. A. J. Burrowes, S. J., Provincial.

General Regulations

1. **ATTENDANCE.**—As regular attendance is an important element in class standing and an essential condition for successful work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, for tardiness, or for permission to withdraw before the close of the daily session, a note from the parent or guardian will invariably be required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitations or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal.

2. **HOME STUDY.**—All the endeavors of the Faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately twenty-five hours each week are spent in class work; and to prepare the recitations and exercises for this work, as well as to review the matter previously seen, at least fifteen hours of home study each week, or from two to three hours daily, are required. Parents and guardians are, therefore, respectfully urged to insist on this application.

SCHOOL HOURS.—Doors open every morning at 8:00 o'clock, standard time. All students are expected to be present at 8:25 o'clock, the time to go to Chapel for hearing Mass.

Class hours are from 9:00 A. M. to 11:45 A. M., and from 12:45 to 2:55 P. M. To excuse late arrival, be it on account of great distance or for any other reason, special arrangements must be made with the Prefect of Discipline.

HOLIDAYS.—Thursday is the weekly holiday. Other holidays are: All holy days of obligation, the national holidays, Christmas and Easter vacations.

Boarders are not admitted. Respectable boarding-houses can be recommended by the College authorities to students not living in the city.

It is highly important that all the students be present on the day of reopening, as the regular class work begins at once. Not only do students suffer greatly by missing the introductory lessons of their respective classes, but in consequence thereof great inconvenience is caused to the teachers. It is, therefore, expected that all students present themselves on the day of reopening. *Latecomers and those leaving before the close of the scholastic year, cannot compete for class honors.*

3. COMMUNICATIONS.—Due notice should be given to the President or to the Vice-President of a change of residence, or of the contemplated withdrawal of a student.

Terms

As the institution is not endowed, it is entirely dependent for its support on the fees paid for tuition.

Entrance fee, \$5.

Tuition, per session of ten months for all classes, \$60.

Library fee, \$1.

Students of Biology, Chemistry and Physics pay \$10 per session for the use of the apparatus.

Diplomas for Graduates in the Classical Course, \$5.

Payments must be made quarterly or semi-annually in advance. The account for tuition dates from the day of the student's entrance. No deduction is allowed for absence, save in case of dismissal or protracted illness. The session is divided into quarters, beginning respectively about the 1st of September, the 15th of November, the 1st of February and the 15th of April.

Scholarships

(A scholarship consists of a donation of \$1,250.)

The Rev. E. W. J. Lindesmith Scholarships (two), founded by the Rev. E. W. J. Lindesmith.

The Rev. E. M. O'Callaghan Scholarships (two), founded by the Rev. E. M. O'Callaghan.

The St. Aloysius Scholarships (six), founded by the late Rt. Rev. Mgr. Felix M. Boff.

The Mary I. Sexton Scholarship, founded by Mrs. Mary I. Sexton, Chicago, in memory of her parents, John F. and Catherine Lyons.

The Rev. Michael Zoeller, S. J. Golden Jubilee Scholarship, founded by St. Mary's Parish.

The Elizabeth Schweitzer Scholarship, founded by Mrs. Elizabeth Schweitzer.

The Philip H. Marquard Scholarship, founded by Mr. Philip H. Marquard, for a student studying for the priesthood.

The Rev. Hippolyt Orlowski Scholarships (two), founded by the late Rev. Hippolyt Orlowski, of Berea, Ohio.

The Rev. John T. Carroll Scholarship, founded by the late Rev. John T. Carroll, Cleveland, Ohio.

One year scholarships for the year 1913-1914 were donated by:

Rev. Joseph F. Smith, Cleveland.

Mr. F. V. Faulhaber, Cleveland.

A. J. and J. A. Diebolt.

Two scholarships for the four years of the High School (Academic) course are offered by the President of the College to the two boys of the parochial schools of Cleveland and vicinity, who obtain the highest marks in a competitive examination on June 20.

Competitive Scholarships

Conditions of the Contest

1. Two Scholarships will be awarded.

2. The Examinations will be held on Saturday, June 20th, 1914, at 9 A. M. in St. Ignatius College, W. 30th St. and Carroll Ave.

3. Each applicant must have been a pupil of a parochial school in the Diocese of Cleveland during the whole session of 1913-1914.

4. No school will be awarded more than one scholarship.

5. Any boy of the eighth grade will be eligible to take the examinations. These scholarships mean free tuition during the four years of the high-school course. Without a scholarship the tuition would cost \$60 a year, or \$240 for the four years. With a scholarship there will be no expense except the cost of necessary books and stationery. One of these scholarships is, therefore, equal to a prize of \$240 to a boy who is ambitious to acquire an education.

Matter of Examination

ENGLISH. 1. Grammar—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences. 2. Composition—A short letter or narrative to test the candidate's ability to write grammatical English.

ARITHMETIC. Fractions, common and decimal; denominate numbers; measurements; percentage, including commission, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

HISTORY. Principal epochs and events of the history of

the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

GEOGRAPHY. Division of the world into continents; political division of the continents; form of government of each country, its chief cities, its great rivers and products, etc.

Acknowledgments

The President and Faculty wish to express their grateful appreciation of favors received during the year. The following benefactors are worthy of special mention:

Rev. John T. Carroll, donor of a scholarship (\$1,250.)

DONOR OF ANNUAL SCHOLARSHIPS:

Rev. Joseph F. Smith.

Mr. F. V. Faulhaber.

Miss M. A. Spitzig.

Mr. Fred F. Spitzig: Various Government publications.

DONORS OF MEDALS.

The College

Officers

REV. JOHN B. FURAY, S. J.,
PRESIDENT.

REV. L. KELLINGER, S. J.,
VICE-PRESIDENT, PREFECT OF STUDIES AND DISCIPLINE.

REV. JOHN B. NEUSTICH, S. J.,
TREASURER.

REV. FRANCIS S. BETTEN, S. J.,
LIBRARIAN.

REV. MICHAEL ZOELLER, S. J.,
CHAPLAIN.

Faculty

REV. JOHN B. FURAY, S. J.,
EVIDENCES OF RELIGION.

REV. FRANCIS J. HAGGENEY, S. J.,
MENTAL AND MORAL PHILOSOPHY, LITERATURE.

REV. JAMES J. DOYLE, S. J.,
SOPHOMORE CLASSICS, LITERATURE, FRENCH.

MR. WILLIAM J. YOUNG, S. J.,
FRESHMAN CLASSICS, LITERATURE, ELOCUTION.

MR. FRANCIS J. GERST, S. J.,
PHYSICS, MATHEMATICS AND GEOLOGY.

MR. WILLIAM A. RYAN, S. J.,
CHEMISTRY AND MATHEMATICS.

REV. FRANCIS S. BETTEN, S. J.,
HISTORY AND FRENCH.

REV. L. KELLINGER, S. J.,
ELOCUTION.

REV. FREDERICK L. ODENBACH, S. J.,
BIOLOGY, CURATOR OF MUSEUM, DIRECTOR OF METEOROLOGICAL OBSERVATORY.

The College

The College Course embraces instruction in the departments of Philosophy, Language, Literature, History, Science, and Mathematics. The aim of the course is to give the student a complete liberal education, which will train and develop all the powers of the mind, and will cultivate no one faculty to an exaggerated degree at the expense of the others. The college ideal is not to foster specialization, but to cultivate the mind, to build up and strengthen true character, and to impart that accuracy of thought and reasoning and that breadth of view which must ever be the foundation as well of more advanced scholarship as of eminence in the professions or other stations in life.

To attain this end, the studies prescribed in this course and leading up to the degree of Bachelor of Arts are regarded as fundamental and essential in a liberal education and therefore are not left to the student's option. It is especially to be noted that practically all the studies in the Freshman and Sophomore years are prescribed. Only in the Philosophy Class do some of the studies become elective.

Requirements for Admission

1. All applicants for admission to St. Ignatius College must give satisfactory evidence of good moral character.

2. Candidates who have satisfactorily completed the course prescribed by St. Ignatius Academy will be admitted without examination.

3. Graduates from other Academies or High Schools will be admitted without examination, if they present evidence that they have completed the work required by the course of St. Ignatius Academy, as set forth in the Catalogue, page 32 *et seq.*, or its equivalent.

4. All other applicants for admission, who wish to enter as candidates for the B. A. degree, will be required to pass a satisfactory examination in the following subjects:

LATIN. Authors: Cæsar's Gallic War, four books; Nepos' Lives (6) may be taken in place of two books of Cæsar; Cicero's orations against Catiline and for Archias; Cicero's De Senectute and Sallust's Catiline or Jugurthine War may be taken as substitutes for three of the above orations. Virgil, four books of the Aeneid or their equivalent from the Eclogues, Georgics and Ovid's Metamorphoses.

Grammar and Composition: The examination in grammar and composition will require a thorough knowledge of the entire Latin grammar together with such facility in writing Latin prose as is acquired by one who satisfactorily completes the course of exercises prescribed by St. Ignatius Academy. This course is based on Arnold's Latin Composition, for which see Catalogue of St. Ignatius Academy, page 32.

GREEK. Authors: Xenophon's Anabasis, four books, or their equivalent; Homer's Iliad or Odyssey, one book.

Grammar and Composition: The examination in grammar will require a thorough knowledge of etymology, of the syntax of cases, the rules of concord and prepositions. The theme will be based on Xenophon and will test the candidate's ability to translate into Greek simple sentences with special reference to the use of the forms, particularly of the irregular verb, and the common rules of syntax.

ENGLISH. Texts prescribed for reading and study: Two plays of Shakespeare, Burke's Conciliation with the Colonies or American Taxation; Irving's Sketch Book; one essay of Macaulay; Scott's Lady of the Lake; Goldsmith's Deserted Village; Tennyson's The Passing of Arthur; Lowell's Vision of Sir Launfal; Coleridge's Ancient Mariner.

The applicant should make himself familiar with the character, the plot, incidents and characteristic diction of each work. Equivalents will be accepted.

Rhetoric and Composition: The applicant will be exam-

ined on the principles of Rhetoric as set forth in Thorndike's Elements of Rhetoric, or in a work of equal standing. The composition will test the candidate's ability to write clear, idiomatic English. The subject will be taken from his experience and observation, or from the books he presents for examination. The spelling and punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

MATHEMATICS. Algebra to Indeterminate Equations, included. Plane and Solid Geometry. Plane Trigonometry.

HISTORY. Oriental and Greek History; Roman History to the Fifth Century A. D. History of the United States; Modern History.

CIVICS. Macey's Lessons in Civil Government.

College Course

Freshman Class

The object of this class is the cultivation in a special manner of literary taste and style, which is to be effected chiefly by the study of the best poets and prose writers. The Greek and Latin classics are studied for this purpose, together with such English writers as are noted for the highest qualities of literary substance and form. Special emphasis is laid on the study of poetry. Moreover, in this class, as in the others of the course, the literary work is supplemented by that training in Mathematics, Science and History which is required by a liberal education.

For the prescribed studies, see schedule of studies, page 18 *et seq.*

Sophomore Class

The work of this year centers on the study of Oratory and Historical composition. The nature and types of oratory, principles of argumentation, the nature and requirements of historical writing, are thoroughly investigated,—the best models, ancient and modern, forming the subject matter of study. Thus, while perfecting literary taste, the class is intended to develop that grasp and perspective of structure without which composition on a large scale is impossible.

For the required studies, see page 18 *et seq.*

Philosophy Class—First Term

The object of this class is to form the mind to habits of correct reasoning and to impart sound principles of philosophy. Logic and Rational Philosophy, including such topics as being, causality, the nature of matter; the human soul, its nature, origin, operation, etc., are the chief subjects of study. The additional training received from the study of the history of Philosophy and various literary topics is by no means neglected.

For the required studies, see page 18 *et seq.*

Second Term

The study of Philosophy is continued this term in courses on the two important subjects of Natural Theology and Ethics. These courses, treating of the existence of God, the origin of moral obligation, the natural law, duties and rights, etc., form the crowning work of a liberal education. Their aim is to teach sound principles of conduct, to give the students clear ideas on the purpose and destiny of man, and on the problems of life and their solution, as furnished by ethical principles.

For the required studies, see page 19 *et seq.*

Course of Studies

The number of periods indicates the amount of time given to a subject per week. A period, unless otherwise specified, stands for fifty minutes.

Latin

FRESHMAN CLASS. (Five periods of 60 minutes each.)

Precepts: A thorough review of Latin prosody and versification.

Authors.—first term: Horace, *Ars Poetica*; Virgil, *Aeneid*, Bks. III, V and VI.

Second term: Livy, Bks. XXI, XXII; Horace, *Select Odes*.

Sight Reading: Selections from *Christian Hymnology*; Livy.

Practice.—both terms: Bradley's *Aids to Writing Latin Prose*, Part I, and selections from Part II to Exercise 60. Two themes a week. A theme in imitation of the prose authors studied about every fortnight.

Memory: From the authors read in class.

SOPHOMORE CLASS. (Five periods of 60 minutes each.)

Authors.—first term: Cicero, *Pro lege Manilia* or *Pro Milone*; Horace, *Select Odes* and *Epodes*.

Second term: Horace, Epodes, Epistles and Satires; Tacitus, Agricola.

Sight Reading: Selections from the authors assigned above; Tacitus, Germania or Annals; Selections from the Latin Fathers.

Practice,—both terms: Bradley's Aids, selections from Part II, from Exercise 50 to the end of the book. Two themes a week. One composition every fortnight in imitation of the authors studied. Off-hand translation from English into Latin.

Memory: Select passages from the authors read.

PHILOSOPHY CLASS. (Three hours.)

Authors,—first term: Cicero, Quæstiones Tusculanæ; Plautus, Duo Captivi; History of Latin Literature; Mackail for reference. Essays in Latin, Bradley's Aids.

Second term: Cicero, Quæstiones Tusculanæ, continued; Pliny, Letters; Juvenal, Selections; Selections from the Latin Fathers. Essays in Latin.

Greek

FRESHMAN CLASS. (Five periods.)

Precepts,—first term: The syntax of the verb repeated; general rules of quantity in connection with the author; the Homeric dialect, cf. Kægi-Kleist, Nos. 209-215. A brief sketch of Greek Epic and Lyric poetry. Cf. Jebb's Classical Greek Poetry.

Second term: The precepts of the first term thoroughly repeated.

Authors,—both terms: Plato, Apology or Crito; Homer, Iliad; Selections from Bks. II, III, IV and VI. Lyrics selected from the various Greek poets—Sappho, Simonides of Ceos, Pindar (Olympian XII or selections from a longer ode), Mel-eager. Cf. Garvy's Anthology.

Sight Reading—both terms: The New Testament or selections from the authors read in class.

Practice,—both terms: A written theme once a week, based on the authors studied and illustrating the syntax of

Attic Greek; or Kægi-Kleist Exercise Book II, Nos. 52-66.

Frequent written reviews in class.

SOPHOMORE CLASS. (Five periods.)

Authors,—first term: Demosthenes' Philippic I or III. Analysis of first or third Philippic to be seen in detail.

Second term: Demosthenes on the Crown with detailed analysis; Sophocles, Antigone, Oedipus Tyrannus or Oedipus Coloneus.

Sight Reading,—both terms: The New Testament or St. Chrysostom, Eutropius, or St. Basil.

Practice,—both terms: Easy themes built on sentences in the text, once a week. Frequent written reviews.

PHILOSOPHY CLASS. (Three periods.)

Authors,—both terms: Plato, Phædo—Analysis; Keep's Stories from Herodotus, Aeschylus, Prometheus Bound or Agamemnon.

English

FRESHMAN CLASS. (Five periods.)

Precepts: Literary Aesthetics; Theory of the Beautiful, of the Sublime; Taste; Imagination; Theory of Literature. Poetics: Nature and kinds of poetry; elements of poetic substance and form; characteristics of Lyric and Epic Poetry. Fiction: Constructive principles of story-writing; elements of Fiction, viz., plot, character, situation, purpose; Realism and Romanticism in Fiction; development of the English Novel.

Text-book: Coppens' Introduction, with Professor's Notes.

Texts for Study: Newman's Lecture on Literature and Essay on Aristotle's Poetics; Selections from Newman, Ruskin, De Quincey, Milton, Coleridge, Wordsworth, Keats, Tennyson, DeVere.

History of English Literature and Criticism. Anglo-Saxon, Semi-Saxon, Old English and Middle English Periods; The Elizabethan Age; The Transition Period; The Classical Age.

Text-book: Jenkins' Handbook of English Literature.

Practice: One composition a week on subjects chiefly literary.

SOPHOMORE CLASS. (Five periods.)

Precepts: Oratory; Nature and types of oratory; division of the oration; style in public speaking; methods of oratorical composition; principles of argumentation.

Text-book: Coppens' Art of Oratorical Composition.

History: Principles of historical composition; ethical requirements of history; representative English and American historians.

Texts for Study: Burke's speech on American Taxation and Address to the Electors of Bristol; Webster's Reply to Hayne and speech in the Knapp Trial, Commemorative Address on Adams and Jefferson; Newman's Second Spring.

History of English Literature and Criticism: The Romantic School of the Nineteenth Century; American Literature.

Text-book: Jenkins' Handbook of English Literature.

Practice: One composition a week. Analysis and criticism of speeches.

PHILOSOPHY CLASS,—first term. (Four periods.)

Precepts: The Drama: Laws and Technique; Theory of the Tragic; of the Comic.

Texts for Study: Shakespeare's Plays; Interpretation, critical and comparative study.

Practice: One composition a week or every fortnight. Essays, critical and philosophical.

PHILOSOPHY CLASS,—second term. (Four periods.)

Precepts: Theory of expository writing; the critical and philosophical essay; stylistic and structural requirements; historical development of the English essay.

Texts for Study: Essays of Macaulay, Newman, Brownson, Archbishop Spalding, etc. Analysis and comparative study of essays, with the emphasis laid on substance and structural organization.

Practice: One composition a week or every fortnight. Subjects chiefly critical and philosophical.

Mathematics

Text-books: Wentworth's Complete Algebra and Analytical Geometry; Murray's Calculus.

FRESHMAN CLASS. (Three periods.)

First term: Algebra, c. 22, Choice, etc., to end of book.

Second term: Analytical Geometry, four chapters to Parabola excl.; supplementary propositions.

SOPHOMORE CLASS. (Three periods.)

First term: Analytical Geometry, Parabola to end of book.

Second term: Calculus.

PHILOSOPHY CLASS. (Two periods.)

Both terms: Calculus continued and finished.

Astronomy

PHILOSOPHY CLASS. (Two periods.)

Both terms: Young's General Astronomy.

History

FRESHMAN CLASS. (Three periods.)

Both terms: Guggenberger's History of the Christian Era, Vol. II.

SOPHOMORE CLASS. (Three periods.)

Both terms: Guggenberger's History of the Christian Era, Vol. III.

PHILOSOPHY CLASS. (One period.)

Both terms: Turner's History of Philosophy.

Chemistry

PHILOSOPHY CLASS. Analytical Chemistry. (Three periods.)

SOPHOMORE CLASS. (Five periods.)

Both terms: Alexander Smith's General Chemistry for Colleges.

Physics

FRESHMAN CLASS. (Five periods.)

Both terms: Millikan and Gale, First Course in Physics, or Carhart and Chute.

PHILOSOPHY CLASS. (Four periods.)

Both terms: Millikan's Short University Course in Physics.

Philosophy

PHILOSOPHY CLASS,—first term. (Thirteen periods.)

Dialectics: Applied Logic; General Metaphysics; Cosmology; Psychology.

Second term: (Thirteen periods.)

Natural Theology and Ethics.

Text-books and References: Philosophy: Russo, Stonyhurst Series, Hill, Poland, Coppens; Ethics; Jouin, Russo, Hill, Coppens, Poland, Cathrein.

Evidences of Religion

FRESHMAN CLASS. (Two periods.)

The Church as a Means of Salvation; The Last Things; The Christian's Duties Toward God, etc., Wilmers, pp. 379 to 493, the part from p. 399 to p. 422 excl. being omitted.

SOPHOMORE CLASS. (Two periods.)

Grace; The Sacraments, etc., Wilmers, pp. 279 to 379.

PHILOSOPHY CLASS. (Two periods.)

The Creation of the World; the Various Grades of Creation, etc., Wilmers, pp. 200 to 279; Christianity a Revealed Religion, etc., pp. 1 to 77.

The basis of Morality; Law as the Objective Norm of Human Actions, etc., Wilmers, pp. 399 to 421; The Constitution of the Church, etc., Wilmers, pp. 77 to 200.

Public Speaking

One period a week in all classes except Philosophy Class.

Required Studies

In the first two years of the college course, all the studies mentioned in the schedule, page 18 *et seq.*, are prescribed, except Mathematics (Analytical Geometry and Calculus).

In the last year the prescribed studies are: English, Logic, Metaphysics, Psychology, Evidences of Christianity, Theodicy and Ethics.

Electives

These are to be taken from the following list, with the approval of the Dean of the College:

Mathematics (Analyt. Geometry).

Mathematics (Calculus).

Astronomy.

Political Economy.

History of Philosophy.

Greek (Philosophy Year only).

German, French.

Latin (Philosophy Year Only).

Pedagogy.

Geology.

Chemistry (analytical).

Chemistry (organic).

Physics.

Public Speaking.

Descriptive Geometry and Mechanical Drawing, etc., etc.

General Biology

1. Cytology. 2. Histology. 3. Anatomy and Physiology of the Animal. 4. Practical Microscopy. Use of microscope; Hardening; Staining; Mounting.

Periods—or Class Hours in College Department

	<i>Freshman</i>	<i>Sophomore</i>	<i>Philosophy First Term</i>	<i>Philosophy Second Term</i>
Latin	5	5	3	—
Greek	5	5	3	—
English	5	5	2	2
Mathematics	3	3	2	2
Elocution	1	1	—	—
Evidences of Religion	2($\frac{1}{2}$ -hr. per)	2($\frac{1}{2}$ -hr. per)	2($\frac{1}{2}$ -hr. per)	2($\frac{1}{2}$ -hr. per)
History	3	3	1	1
Philosophy	—	—	13	13
Science	5 Physics	5 Chemistry	3 An. Chem. 3 Biol. 2 Astron.	3 An. Chem. 3 Biol. 2 Geol.

Catalogue of Students

(College)

Philosophy Class

Donze, Albert M.
Hallisy, James E.
Hynes, Michael J.
Perrier, Clarence J.

Polk, John S.
Roshetko, Andrew J.
Smith, Paul C.
Walsh, Victor J.

Sophomore Class

Bishop, Albert J.
Bodnar, Joseph A.
Brady, Joseph G.
Burke, George D.
Daly, Walter E.
Doran, Frank J.
Duffy, James J.
Dunigan, Xavier
Gaffney, Thomas I.
Gafney, George T.
Gallagher, Alfred J.
Gallagher, Farrell T.
Gallagher, John F.

Gallagher, Owen L.
Hurley, Joseph P.
Kniecik, Peter
Laughlin, James J.
Marchant, Thaddeus T.
Murphy, Gerald
Newton, William L. J.
Novotny, Edward J.
Ring, Robert Lee
Schraff, Raymond J.
Scully, Philip A.
Szabo, John E.
Trivison, Joseph N.

Freshman Class

Bacher, Roman
Becka, Francis L.
Byrne, Charles J.
Connell, Thomas F.
Cowan, J. Loren
Dennerle, George M.
Diersen, Aloysius
Gould, Harry J.
Harks, Anthony M.
Hill, Charles F.
Kegg, John W.
Kleber, August J.

Latchford, J. Sherman
Litzler, Louis A.
Malecek, Edward C.
Mix, Robert E.
Murphy, Albert J.
Prochaska, Valentine A.
Sazima, Joseph A.
Schelosky, Edmund P.
Smrcina, Edmund F.
Uebbing, Edmund J.
Unferfate, Howard A.
Zizka, John J.

Twenty-Eighth Annual Commencement

of

St. Ignatius College

June 19, 1914

The Degree of Master of Arts was conferred upon

CHESTER J. BARTLETT, A. B., '12

DANIEL B. KIRBY, A. B., '12

WILLIAM P. O'BRIEN, A. B., '10

REV. GEORGE N. STUBER, A. B., '10

ALEXANDER C. WEIZER, A. B., '11

CHARLES A. ZENKERT, A. B., '06

The Degree of Bachelor of Arts was conferred upon

Albert M. Donze

James E. Hallisy

Michael J. Hynes

Clarence J. Perrier

John S. Polk

Andrew J. Roshetko

Paul C. Smith

Victor J. Walsh

The Highest Honors of the Graduating Class were merited by

MICHAEL J. HYNES.

Donor of Medal: Very Rev. John P. Michaelis.

College Prizes

Annual Intercollegiate English Contest

April 1, 1914

The students of the Philosophy, Sophomore and Freshman Classes of the ten Jesuit Colleges of the Missouri Province (page 7) took part in this contest.

Subject: "The Duty of American Catholics Towards the Catholic Population of the Philippines."

Second Place: Joseph A. Bodnar, '15, St. Ignatius College, Cleveland.

Annual Intercollegiate Latin Contest

April 20, 1914

The students of the Sophomore and Freshman Classes of the ten Jesuit Colleges of the Missouri Province (page 7) took part in this contest.

Subject: "The Parting of Friends."—Newman.

The Prize, a Gold Medal, is presented by Very Rev. A. J. Burrowes, S. J., Provincial of the Missouri Province.

Second Place: Robert E. Mix, '16, St. Ignatius College, Cleveland.

Fifth Place: Thomas I. Gaffney, '15, St. Ignatius College, Cleveland.

Public Debate

The Gold Medal was merited by

JOHN F. GALLAGHER, '15.

Donor of Medal: Rev. Nicholas Pfeil.

Elocution

The Gold Medal was merited by

ALFRED J. GALLAGHER, '15.

Donor of Medal: Rev. Francis T. Moran, D. D.

Perry Centennial Prize Essay Contest

The Ohio Perry Centennial Commission conducted two essay contests in 1913, one open to undergraduates of the universities and colleges, and one for students of the high schools of the state. Nearly four thousand dollars in cash prizes, provided by the Ohio Legislature, were distributed.

A cash prize of twenty-five dollars was presented to the student who prepared the most satisfactory essay in each university or college on one of the following topics:

1. "A century of peace between the English speaking peoples."
2. "Joint military and naval operations upon the waters and shores of Lake Erie in 1813."
3. "Results of the battle of Lake Erie."
4. "Causes of the war of 1812."
5. "Ohio in 1812 and her share in the war."

JAMES J. LAUGHLIN, Sophomore class, St. Ignatius College, Cleveland, was the winner of this prize.

The prize essays of the several universities and colleges were admitted to a general state competition, and the three best were awarded cash prizes as follows: 1st prize, \$200; 2nd prize, \$100; 3rd prize, \$50.

Second prize—\$100—JAMES J. LAUGHLIN, Sophomore Class, St. Ignatius College, Cleveland.

Awards

Honors and class standings are determined by the daily recitations and the quarterly competitions of the year. The standard for First Honors is 90 per cent, and for Second Honors, 85 per cent.

Sophomore Class

The Gold Medal

For the Highest Average in the Collective Branches of the Class
was merited by

JOSEPH A. BODNAR, 96.5.

Donor of Medal: Rev. Joseph F. Smith.

First Honors

James J. Laughlin, 95.4	Frank J. Doran, 92
Owen L. Gallagher, 93	James J. Duffy, 90
Farrell T. Gallagher, 90	

Second Honors

John F. Gallagher, 89	Gerald Murphy, 88
Joseph P. Hurley, 89	Xavier Dunigan, 86
Raymond T. Schraff, 89	George D. Burke, 85
Joseph P. Trivison, 89	Thomas I. Gaffney, 85
William L. J. Newton, 85	

Freshman Class

The Gold Medal

For the Highest Average in the Collective Branches of the Class
was merited by

ROBERT E. MIX, 97.

Donor of Medal: Miss M. A. Spitzig.

First Honors

Charles F. Hill, 96½	Edmund F. Smrcina, 94½
A. Howard Unferfate, 93½	George M. Dennerle, 93

Second Honors

Aloysius J. Diersen, 89	Thomas F. Connell, 89
Louis A. Litzler, 88	

Academic (High School) Department

Officers and Faculty

REV. JOHN B. FURAY, S. J.
PRESIDENT.

REV. L. KELLINGER, S. J.,
PREFECT OF STUDIES AND DISCIPLINE.

REV. JOHN B. NEUSTICH, S. J.,
TREASURER.

REV. WILLIAM F. HENDRIX, S. J.,
FIRST ACADEMIC (FOURTH YEAR).

REV. CHARLES F. WOLKING, S. J.,
REV. AUGUSTINE J. RUFFING, S. J.,
SECOND ACADEMIC (THIRD YEAR).

REV. FRANCIS W. BENOIT, S. J.,
MR. THOMAS J. MOORE, S. J.,
THIRD ACADEMIC (SECOND YEAR).

REV. FRANCIS A. McKERNAN, S. J.,
MR. JOHN A. BERENS, S. J.,
MR. ALOYSIUS H. BOCKHORST, S. J.,
FOURTH ACADEMIC (FIRST YEAR).

REV. FRANCIS S. BETTEN, S. J.,
HISTORY.

REV. CLEMENT F. MARTIN, S. J.,
HISTORY AND SPECIAL LATIN.

REV. FREDERICK L. ODENBACH, S. J.,
ELEMENTARY SCIENCE.

REV. RICHARD D. SLEVIN, S. J.
MR. FRANCIS J. GERST, S. J.
MR. WILLIAM A. RYAN, S. J.,
MATHEMATICS.

REV. AUGUSTINE J. RUFFING, S. J.,
MR. ALOYSIUS H. BOCKHORST, S. J.,
GERMAN.

Academy or High School

General Statement

The instruction given at St. Ignatius Academy, besides being a preparation for college, aims at imparting an education such as is usually given in the best High Schools and Academies. It comprises four classes, corresponding to the four years' classical course of approved High Schools.

As it is one of the main ends of education to develop in the youthful mind the habit of clear and accurate thinking, much attention is given, the first year or two, to the analysis and synthesis of sentences, and in general, to the study of grammatical rules and principles. This is all the more insisted upon because a thorough knowledge of Etymology and Syntax is the only sound basis for the more advanced work of reading and literary interpretation. For the same reasons, authors are studied with much care and minuteness, with a view to thoroughness rather than to extensive reading in the Latin and Greek authors. A little well thought out is more effective toward true education than a great deal that is ill-digested and imperfectly understood.

Much more stress is laid on the subject of Latin composition than is usual in High Schools, for the reason that the value of the study of Latin, as an educational instrument, rests in no small measure on the work of composition. The reading of Latin, as it is usually practiced, requires comparatively little mental effort; but translation from English into Latin forces thought and reflection. There is scarcely an intellectual process which the young student has to go through that requires more reflection and alertness of mind, a more concentrated attention and a clearer insight into the precise meaning of language than the task of "reproducing in an ancient tongue the thoughts and sentences of modern speech." If Latin deserves to be retained as an instrument of training, Latin composition deserves to be studied well.

In Mathematics and other studies, the programme here set down follows the usual division of subjects in approved High School courses. The course in English is particularly thorough and complete. Gradual and harmonious development on a systematic basis has ever been the aim in the selection and gradation of all these studies.

Requirements for Admission

1. All applicants for admission must give satisfactory evidence of good moral character.

2. Candidates for admission to the first year of St. Ignatius Academy or High School must pass a satisfactory examination in the following subjects, unless they present a certificate of having successfully completed the eighth grade in either parochial or public schools:

ENGLISH. 1. Grammar.—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

2. Composition.—A short letter or narrative to test the candidate's ability to write grammatical English.

ARITHMETIC. Fractions, common and decimal; denominate numbers; measurements; percentage, including commissions, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

HISTORY. Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

GEOGRAPHY. Division of the world into continents; political division of the continents; form of government of each country, its chief cities, its great rivers and products, etc.

The High School Course

First Year

In this class the study of Latin is begun, the object of the class being to familiarize the student with Latin Etymology. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with the Latin forms. Habits of close observation, of persevering study and of logical method are inculcated. Thus the student becomes conscious of the progress made and acquires confidence in himself. A review of English grammar runs parallel with the study of Latin. This affords an opportunity for illustration and comparison and renders the special English work of the year intelligible and interesting. Efforts are made to develop imagination and the literary sense by the methodic study and imitation of selections from Irving. A booklet has been specially prepared for this purpose. For the prescribed studies of this year see schedule of studies, page 35 *et seq.*

Second Year

During the second year the case constructions of Latin are studied by precepts and practice. Skill in parsing, readiness in the analysis and construction of sentences, are aimed at, together with facility of expression in translation and in the simpler forms of composition. In English, diligent comparison with Latin constructions leads to intelligent discussion of English Syntax, and of the more lengthy and complex English sentences, periodic and otherwise. Hence, particular attention is given to the study and acquisition of the rhetorical qualities of sentences—unity, coherence, etc. Greek is begun. For the prescribed studies, see page 35 *et seq.*

Third Year

The object of this class is to pursue the work begun in the preceding years and to complete the study of grammar, at least in outline. Daily drill and frequent written exercises

in Latin and Greek familiarize the pupil with the forms, structure and idioms of these languages. In English, on the other hand, the aim is to cultivate a sense of discrimination in the choice of words, purity of phrase and idiom, vividness of expression, grasp of structure in the more lengthy themes of a narrative and descriptive character. For the prescribed studies of the year, see schedule of studies.

Fourth Year

The fourth year is devoted to a formal and systematic review of the entire field of grammar. Comparative grammar is made a special feature; the study of Latin and that of Greek go hand in hand; idiom is balanced against idiom; construction compared or contrasted with construction. It is only by thus repeating and dwelling on syntactical principles, by comparing and contrasting them, that the student will become familiar with the highly complex structure of the classic languages and begin to feel something of their real genius. In the matter of translation from Latin and Greek into the vernacular, what is called "literal translation," that is, the rendering of Latin into uncouth and awkward English, is not tolerated.

In English, the student is further trained in the various species of prose composition, narration, etc., dialogue and letter writing. Considerable attention is given this year to the theory and practice of verse writing, both as an accomplishment in itself and as an aid to the acquisition of an easy, graceful style in prose.

Schedule of Studies

All the studies are prescribed unless otherwise indicated.

The number of periods indicates the amount of time given to a study per week. A period, unless otherwise specified, stands for 50 minutes.

Christian Doctrine

Two one-half hour periods weekly.

FIRST YEAR. Faith—its object, necessity and qualities. The Apostles' Creed. Text-book: Daharbe's Large Catechism.

SECOND YEAR. The Commandments of God, Precepts of the Church, Sin and Virtue. Text-book, as in first year.

THIRD YEAR. Coppens' Systematic Study of the Catholic Religion, Treatise IV, from Grace to end of book.

FOURTH YEAR. Coppens' Systematic Study of the Catholic Religion, Treatise I, The Christian Revelation, to Treatise IV, p. 1 to p. 191.

Latin

FIRST YEAR. (Ten periods of 60 minutes each.)

Precepts,—first and second terms: Etymology; rules of concord of noun, adjective, relative and verb. Bennett's Foundations of Latin; English-Latin Exercises (Bennett).

Practice: Short exercises and daily oral drill. The exercises are arranged by the instructor.

Memory: Pupils are required to learn by heart about ten vocables a day. These vocables are used in the daily oral and written exercises.

SECOND YEAR. (Five periods of 60 minutes each.)

Precepts: First year matter reviewed, including exceptions; irregular, defective and impersonal verbs; adverbs and prepositions.

Chief rules for cases. Also the grammatical notes in Arnold to No. 177. Bennett's Grammar.

Author,—first term: Bennett's Foundations; Reading Lessons.

Second term: Cæsar, Bk. I or Bk. II.

Sight Reading, both terms: Parts of authors not seen thoroughly.

Practice: Arnold's Latin Prose Composition revised by Bradley.

Both terms: From the beginning of the book to No. 177; also supplementary exercises, No. 541.

Memory,—both terms: Important verbs with their principal parts as given in Bennett, No. 120, etc., eight or ten a day.

THIRD YEAR. (Five periods of 60 minutes each.)

Precepts,—first term: Review of the syntax of nouns; syntax of adjectives and pronouns.

Second term: Syntax of verbs.

Authors,—first term: Cæsar, de Bello Gallico.

Second term: Cæsar and some of Cicero's Letters. Or Cicero de Senectute.

Sight Reading: Parts of authors not read thoroughly.

Practice,—both terms: Bradley's Arnold.

FOURTH YEAR. (Five periods of 60 minutes each.)

Precepts,—first term: Review of syntax of nouns, adjectives, pronouns and verbs, to the moods; Bradley's Arnold; Bennett.

Second term: Review of the rest of syntax; word-order, sentence structure, style; Julian Calendar; Prosody, Alvarez.

Authors,—first term: Cicero, in Catilinam, I, III, Pro Archia; Ovid's Metamorphoses.

Second term: Virgil's Eclogues; Aeneid, Bks. I, II; Latin Hymns.

Sight Reading: Selections from Virgil's Eclogues and Georgics or Aeneid.

Practice,—both terms: Bradley's Arnold, from No. 382 to end of book. Review of the more difficult exercises. Translation of connected discourse.

Memory: A few lines from the author daily.

Greek

FIRST YEAR. Towards the end of the second term a few hours are devoted to the study of Greek, so as to familiarize the pupil with the alphabet and the pronunciation.

SECOND YEAR. (Five periods.)

Precepts,—both terms: Declension of nouns, regular and irregular; adjectives; the regular verb; mute and liquid verbs. Kægi-Kleist's Grammar.

Practice: Two themes a week; frequent written class exercises; a written review once a week.

Memory: Six to eight words daily.

THIRD YEAR. (Five periods.)

Precepts,—first term: Review of preceding year's matter; second tenses; verbs in *mi*; syntax; voices, tenses, moods in independent sentences.

Second term: Moods in dependent sentences to end of syntax; verbs from list in grammar, p. 186.

Author,—first term: White's First Greek Book or Xenophon, Anabasis.

Second term: Xenophon, Anabasis.

Practice,—both terms: A theme twice a week. Frequent written class exercises.

Memory: Word-list from the Grammar and the author.

FOURTH YEAR. (Five periods.)

Precepts,—first term: Syntax of cases; prepositions; tenses, moods, Nos. 131 to 176.

Second term: Moods, clauses, etc.; Nos. 176 to 208.

Author,—first term: Xenophon, Anabasis, Bks. III. and IV.

Second term: Homer, Iliad, B. I.

Sight Reading: Xenophon, Anabasis or Cyropædia.

Practice,—both terms: Two themes a week, built on the words and sentences of Xenophon, and illustrating the rules of syntax.

Memory: Select passages from the author.

English

FIRST YEAR. (Five periods.)

Precepts and Practice: Analysis and sentence-building, punctuation, etc.; occasional practice in letter writing.

Text-book: McNichols' Fundamental English and Ryan's Studies in Irving.

Texts for Study: Irving, The Sketch Book; Hawthorne,

Tanglewood Tales; Dickens, Christmas Carol; Goldsmith, Deserted Village; Longfellow, Evangeline; Whittier, Snow-bound; Scott, Lady of the Lake.

Memory: From the authors read in class.

SECOND YEAR. (Five periods.)

Precepts and Practice: The period; development and imitation of periods; the paragraph; constructive principles of the paragraph; analysis and imitation of paragraphs.

Text-books: Donnelly's Imitation and Analysis, and Ryan's Studies in Irving as a companion book for work in composition.

Text for Study: Hawthorne, The Great Stone Face, The Snow Image; Poe, The Gold Bug, The Purloined Letter; Wiseman, Fabiola; Macaulay, Lays of Ancient Rome; Longfellow, Tales of a Wayside Inn; Bryant, Selections; Arnold, Sohrab and Rustum.

Memory: From the authors read in class.

THIRD YEAR. (Five periods.)

Precepts and Practice: Thorndike, Elements of Rhetoric and Composition; Sentences, Words, Good use, or Brooks' English Composition, Bk. II.

Texts for Study: Lamb, Select Essays of Elia; De Quincey, Flight of a Tartar Tribe; Newman, Callista; Lafcadio Hearn, Chita; Tennyson, The Holy Grail, The Passing of Arthur; De Vere, Domville's Selections (Burns and Oates); Drake, Culprit Fay; Lowell, Vision of Sir Launfal.

Memory: From the authors read in class.

FOURTH YEAR. (Five periods.)

Precepts and Practice: The four species of prose composition; versification; essays.

Text-book: Thorndike's Elements of Rhetoric and Composition.

Texts for Study: Macaulay, Select Essays; Newman, Prose Selections; Addison, Selections from the Spectator; Burke, Conciliation with the Colonies; Wordsworth, Selection; Moore's Melodies; Shakespeare, Merchant of Venice or Macbeth.

Memory: From the authors read in class.

Mathematics

Text-books: Wentworth's Complete Algebra, Plane and Solid Geometry, Trigonometry and Surveying.

FIRST YEAR. (Five periods.)

First term: Algebra,—from the beginning to Common Factors and Multiples, cc. 1 to 7 excl.

Second term: Algebra,—Common Factors to Simultaneous Equations of the first degree, excl., cc. 7-11. Also Loci of Equations, c. 32.

SECOND YEAR. (Four periods.)

First term: Algebra,—Simultaneous Equations to Indeterminate Equations, cc. 11-16 excl.

Second term: Algebra,—Indeterminate Equations to Choice, etc., excl.

THIRD YEAR. (Four periods.)

First term: Geometry, Bks. I, II.

Second term: Geometry, Bks. III, IV, V.

FOURTH YEAR. (Four periods.)

First term: Geometry, Bks. VI, VII, VIII.

Second term: Plane Trigonometry, cc. 1 to 5 excl.

Instruction in the theory and use of logarithmic tables is given in connection with Plane Trigonometry.

Comparative Zoology

A Study of the Animal Types. Vertebrata, Arthropoda, Vermes, Echinodermata, Coelenterata, Protozoa.—Sketching.

Two periods per week for two terms.

Physics

FOURTH YEAR. (Four periods.)

History

FIRST YEAR. (Two periods.)

Oriental and Grecian History.

SECOND YEAR. (Two periods.)

History of Rome.

THIRD YEAR. (Two periods.)

History of the United States.

Text-books: Montgomery's History of the United States, and Macy's Lessons in Civil Government.

FOURTH YEAR. (Two periods.)

Guggenberger's History of the Christian Era.

Elocution

One period a week throughout the four years' course.

Periods—or Class Hours in Academic (High School) Department

	1 Year	2 Year	3 Year	4 Year
Latin	9	5	5	5
Greek	—	5	5	5
English	5	5	5	5
Mathematics	5	5 (1 Eloc.)	5 (1 Eloc.)	5 (1 Eloc.)
History	2	2	2	2
Elocution	1	(1 per. of Math)	(1 per. of Math.)	(1 per. of Math.)
Christian Doctrine	2($\frac{1}{2}$ -hr.)	2($\frac{1}{2}$ -hr)	2($\frac{1}{2}$ -hr.)	2($\frac{1}{2}$ -hr.)
Physics	—	—	—	4
Zoology	—	—	2	—
Physical Geography ...	—	2	—	—
German	2	2	2	—

Catalogue of Students

Academy (High School) Fourth Year

Black, Victor E.
 Brickel, Arthur C. J.
 Brucker, Frank A.
 Bungart, Aloysius A.
 Burke, Patrick T.
 Chambers, Thomas P.
 Coughlin, Lawrence W.
 Culliton, John P.
 Filak, Andrew
 Foerstner, Stephen J.
 Gallagher, Thorpe A.
 Gara, William E.
 Heidelberg, Joseph A.
 Kalina, Wenceslas J.
 Kikel, Edward A.
 Lang, Henry C.
 Lawless, Thomas J.

Lynch, Joseph D.
 Madigan, John F.
 McBrien, Edward F.
 McGraw, Edward W.
 Mellert, Lawrence J.
 Murphy, William John
 Murphy, William Jos.
 Murray, Edwin J.
 Novak, George P.
 O'Donnell, Harry E.
 Sommer, J. Andrew
 Spink, Lynn V.
 Sroub, Wenceslas E.
 Steiger, Raymond J.
 Warth, George L.
 Wasmer, John C.
 Zeleznik, Valerian J.

Third Year—Division A

Doran, Thomas J.
 Fish, Schuyler J.
 Fowler, Walter
 Gaffney, J. Richard
 Gallagher, Ralph A.
 Hynes, Martin
 Keefe, William J.
 Kirby, Edmund A.
 Kirby, Francis E.
 Kleinhenz, Joseph M.

Kratky, Julius A.
 L'Estrange, William L.
 McDonnell, John
 Perme, Louis J.
 Radcliffe, Leo
 Sikorski, Robert
 Simmerly, Herbert
 Slowey, James F.
 Smith, Henry M.
 Sommer, Louis

Third Year—Division B

Bartoszewski, Boleslas J.
 Bobal, George
 Carlin, J. Francis
 Craft, Raymond E.
 Gallagher, James
 Gilbride, Aloysius
 Glavich, Joseph B.
 Gray, Raymond J.
 Grega, Charles
 Gromond, Zolton L.
 Hanley, Ambrose A.

Hannibal, John
 Holan, Charles
 Johaneck, Frank
 Jones, Raymond
 Kaehni, Frank
 Lane, Frank D.
 Madaras, Edward
 Raynor, Charles A.
 Regner, Leo
 Snyder, Julius J.
 Stevenson, Francis J.

Second Year—Division A

Arth, Joseph P.	Moore, Raymond F.
Bell, Harold J.	Morris, Thomas G.
Bendell, Miles J.	Murray, Thomas
Bouille, Lawrence D.	Olinsky, John F.
Brichacek, Frank A.	Peter, John
Briggs, Robert	Riley, Emmett J.
Cozzens, James P.	Roth, Herbert G.
Cozzens, Thomas A.	Schwab, Edward T.
Feighan, Joseph A.	Shannon, Edward F.
Fronek, Anthony	Smith, Howard W.
Furst, Ernest J.	Smith, Leo A.
Hanley, Jerome O.	Smith, Raymond E.
Kawolunas, Joseph J.	Sprenc, Paul C.
Kleinschnitz, Andrew J.	Stupjansky, John E.
Kochis, William A.	TePas, Paul
Lawlor, Edward G.	Traverse, J. Harold
McMonagle, Ralph J.	Vevera, James
Meehan, George N.	Walsh, Frank B.
Walsh, William J.	

Second Year—Division B

Carey, Arthur	Kocour, James L.
Carney, Edward T.	Kocour, Rudolph
Chek, Paul A.	McDonnell, Edward
Cowan, Thomas	Madden, Eugene F.
Dacek, Raymond F.	Mahoney, Sylvester J.
Donegan, Dennis A.	Mally, James W.
Finucan, Raymond M.	Motley, Arthur W.
Gallagher, Daniel	O'Brien, Wm. Jennings
Haggerty, Patrick	O'Neill, James J.
Hill, Albert	Patton, Cornelius
Hodous, Edward J.	Sands, Harry
Hreha, George J.	Schaefer, John
Jacubec, Andrew J.	Steuer, Clement
Kennedy, Frank T.	Surtz, Francis M.
Kiewel, Walter J.	Uhlir, Wenceslas
Kirchner, Victor J.	Vantuch, Michael J.
Kleinhenz, Francis G.	Wagner, Cletus P.
Klika, Charles F.	Westropp, Russell W.

First Year—Division A

Andrews, John L.	Carroll, Louis
Boehm, Charles	Clarke, Albert
Bojsko, Stephen	Coffey, Jerome
Bowen, Edward L.	Comis, Charles
Brennan, Frank	Deighan, Charles
Buck, John	Dorsey, Walter A.
Budjenski, Francis	Faflik, Clarence
Caldwell, Elmer	Farrell, Mortimer
Carmody, William J.	Gallagher, Stewart

Galvin, Nelson	O'Brien, Lester
George, Edwin J.	Patton, Anthony
Gorman, M. Ralph	Riccardi, Joseph
Haney, Joseph	Rickards, Edward R.
Kenneley, Edward	Ronan, Martin
King, James F.	Schmitz, Alphonse
Kordich, Elias	Smith, Leonard A.
Kurka, George	Tischler, Michael J.
McGibbon, Peter J.	Wadden, John P.
Zaworski, Dominic	

First Year—Division B

Carroll, Albert H.	Koch, Ambrose
Cass, Fred V.	Kontura, Stephen
Corrigan, Edward J.	Lenc, Louis
Dougherty, Elmer J.	Libens, William E.
Gafney, Perry	McDevitt, Paul J.
Gara, Francis	Manning, Charles P.
Garvey, Leo T.	Marsalek, Daniel
Gerak, George	Mattutat, Clarence
Gross, Frank	Montague, Charles
Gruss, Albert	O'Boyle, John
Hausmann, Bernard	Pollak, Charles A.
Hovanec, Joseph B.	Putka, Andrew
Jacobson, Stephen J.	Seelinger, Herbert C.
Jajko, Joseph	Smith, Robert J.
Jones, Arthur L.	Spencer, John
Jordan, James J.	Trehlin, Charles E.
Kandrac, John M.	Weber, John
Kegg, Frank G.	Wyszkiewicz, Andrew J.
Yurkov, Andrew	

First Year—Division C

Adams, Donald	Koehler, Ralph C.
Arnold, Homer	Kroger, Howard
Bauer, Edmund J.	Lynch, Paul A.
Benedick, John	McKean, Robert
Bourgeois, Roy G.	Monaghan, Marcus A.
Casey, Thomas H.	Mottl, Peter J.
Cowan, Jerry	Murphy, Arthur E.
Czech, Peter	Nimmer, Joseph
Eiben, Julius	Novy, Clarence
Fitzgerald, Earl	Orenski, Edwin P.
Gallagher, John E.	Schwartz, Raymond W.
Hahn, Carl	Schmitt, Frank J.
Stasny, Raymond	

Academic (High School) Prizes

Contests in Elocution

The Gold Medal in the First Section, Fourth and Third Years,
was won by
JOSEPH M. KLEINHENZ.

Donors of Medal: Misses Emma and Kathryn Smith.

The Gold Medal in the Second Section, Second Year,
was won by
DANIEL I. GALLAGHER.

Donor of Medal: Theodore A. Weed, M. D.

The Gold Medal in the Third Section, First Year,
was won by
ROY G. BOURGEOIS.

Donor of Medal: Rev. Francis J. Hroch.

Fourth Year

The Gold Medal for the highest average in the collective branches of the class was merited by

THOS. P. CHAMBERS, 94.8.

Donor of Medal: Rev. Casimir Reichlin.

FIRST HONORS:

Wenceslas E. Sroub, 94	Arthur C. Brickel, 90
Wm. John Murphy, 93.4	Andrew Filak, 90
Valerian J. Zeleznik, 91;	

SECOND HONORS:

Frank A. Brucker, 89	Joseph A. Heidelberg, 87.
Thos. Lawless, 89	Wm. E. Gara, 86
Raymond J. Steiger, 89	Andrew Sommer, 86
Wenceslas Kalina, 88	George L. Warth, 86
Joseph D. Lynch, 88	Patrick T. Burke, 85

Class Standing.

CHRISTIAN DOCTRINE.

First: Thomas P. Chambers
Next in Merit: Andrew Filak
Raymond J. Steiger
Wm. John Murphy

LATIN.

First: Thomas P. Chambers
Next in Merit: Andrew Filak
Wenceslas E. Sroub
Joseph A. Heidelberg

GREEK.

First: Thomas P. Chambers
Next in Merit: Andrew Filak
Joseph A. Heidelberg
Valerian J. Zeleznik

ENGLISH PRECEPTS.

First: Thomas P. Chambers
Next in Merit: Wm. John Murphy
Joseph D. Lynch
Arthur C. Brickel

ENGLISH COMPOSITION.

First: Arthur C. Brickel
Next in Merit: Wenceslas E. Sroub
Raymond J. Steiger
Thomas P. Chambers

HISTORY.

First: Thomas P. Chambers
Next in Merit: Wenceslas E. Sroub
Wm. John Murphy
Raymond J. Steiger

MATHEMATICS.

First: Wenceslas E. Sroub
Next in Merit: Thos. P. Chambers
Valerian J. Zeleznik
Wm. John Murphy

PHYSICS.

First: Wm. John Murphy
Next in Merit: Thomas Lawless
Frank A. Brucker
Arthur C. Brickel

Third Year—Division A

The Gold Medal for the highest average in the collective branches
of the class was merited by

THOMAS J. DORAN, 97.

FIRST HONORS:

Edmund A. Kirby, 94
Louis J. Perme, 93

Joseph M. Kleinhenz, 92
J. Richard Gaffney, 90

SECOND HONORS:

James F. Slowey, 89
Robert Sikorski, 88

Ralph A. Gallagher, 88
Walter J. Fowler, 87

William J. Keefe, 85

Class Standing.

CHRISTIAN DOCTRINE.

First: Thomas J. Doran
Next in Merit: Jos. M. Kleinhenz
Louis J. Perme
J. Richard Gaffney

LATIN.

First: Thomas J. Doran
Next in Merit: William J. Keefe
Robert Sikorski
Louis J. Perme

GREEK.

First and Equal: Robt. Sikorski
Thomas J. Doran
Next in Merit: Ralph A. Gallagher
J. Richard Gaffney

ENGLISH PRECEPTS.

First: Thomas J. Doran
Next in Merit: Edmund A. Kirby
Walter J. Fowler
Louis J. Perme

ENGLISH COMPOSITION.

First: Edmund A. Kirby
Next in Merit: Thomas J. Doran
Walter J. Fowler
William J. Keefe

HISTORY.

First: Edmund A. Kirby
Next in Merit: Thomas J. Doran
William J. Keefe
James F. Slowey

MATHEMATICS.

First: Thomas J. Doran
Next in Merit: Jos. M. Kleinhenz
Louis J. Perme
Robert Sikorski

ZOOLOGY.

First: Louis J. Perme
Next in Merit: Thos. J. Doran
Edmund A. Kirby
James F. Slowey

Third Year—Division B

The Gold Medal for the highest average in the collective branches
of the class was merited by

RAYMOND E. CRAFT, 96.

Donor of Medal: Rev. Anthony Hynek.

FIRST HONORS:

Raymond Gray, 94.8
Charles Holan, 94

Edward Madaras, 92.2
Charles Raynor, 91.6

SECOND HONORS:

James Gallagher, 89
Francis Kaehni, 87
Francis Carlin, 86

Leo Regner, 86
Ambrose Hanley, 85
Francis Johaneck, 85

Class Standing.

CHRISTIAN DOCTRINE.

First: Charles Holan
Next in Merit: Raymond E. Craft
Raymond Gray
Edward Madaras

LATIN.

First: Raymond Craft
Next in Merit: Charles Holan
Raymond Gray
James Gallagher

GREEK.

First: Charles Holan
Next in Merit: Raymond Gray
Raymond Craft
Edward Madaras

ENGLISH PRECEPTS.

First: Raymond Craft
Next in Merit: Raymond Gray
James Gallagher
Charles Holan

ENGLISH COMPOSITION.

First: Edward Madaras
Next in Merit: Raymond Craft
Raymond Jones
Charles Holan

HISTORY.

First: Charles Raynor
Next in Merit: Raymond Craft
Charles Holan
Raymond Jones

MATHEMATICS.

First: Raymond Craft
Next in Merit: Raymond Gray
Francis Kaehni
Charles Raynor

ZOOLOGY.

First: Charles Holan
Next in Merit: Francis Kaehni
James Gallagher
Edward Madaras

Second Year—Division A

The Gold Medal for the highest average in the collective branches
of the class was merited by

ERNEST J. FURST, 94.

FIRST HONORS:

Howard Smith, 94.5*	Raymond Smith, 93
Harold Traverse, 94*	James Cozzens, 92
Joseph Feighan, 93	Joseph Kawolunas, 92
Leo Smith, 90	

SECOND HONORS:

Frank Brichacek, 89	John Peter, 87
Thomas Cozzens, 89	Jerome Hanley, 86
Herbert Roth, 88	James Vevera, 86
Anthony Fronek, 87	Thomas G. Morris, 85
Ralph J. McMonagle, 87	Paul A. TePas, 85
Frank Walsh, 85	

Class Standing.

CHRISTIAN DOCTRINE.

First: Howard Smith
Next in Merit: Jos. Kawolunas
James Cozzens
Leo Smith

LATIN.

First: Joseph Feighan
Next in Merit: Ernest Furst
Joseph Kawolunas
Howard Smith

GREEK.

First: Howard Smith
Next in Merit: Joseph Feighan
Ernest Furst
James Vevera

ENGLISH PRECEPTS.

First: Joseph Feighan
Next in Merit: Ernest Furst
James Cozzens
Harold Traverse

ENGLISH COMPOSITION.

First and Equal: Harold Traverse
Ernest Furst
Next in Merit: Paul A. TePas
Howard Smith

HISTORY.

First: Ernest Furst
Next in Merit: Howard Smith
Joseph Kawolunas
Ralph McMonagle

MATHEMATICS.

First: Frank Walsh
Next in Merit: Thomas Cozzens
Joseph Arth
Frank Brichacek

PHYSICAL GEOGRAPHY.

First: Paul TePas
Next in Merit: Howard Smith
Harold Traverse
James Cozzens

*Special Latin Class.

Second Year—Division B

The Gold Medal for the highest average in the collective branches of the class was merited by

EDWARD J. HODOUS, 92.

FIRST HONORS:

Edward A. McDonnell, 96.2	Eugene F. Madden, 90
Francis M. Surtz, 96	Edward T. Carney, 90
Daniel I. Gallagher, 92	James C. Kocour, 90

SECOND HONORS:

Andrew C. Jacobec, 89	Raymond M. Finnican, 86
Paul A. Chek, 88	John Schaefer, 85
Raymond F. Dacek, 87	Walter J. Kiewel, 85

Class Standing.

CHRISTIAN DOCTRINE.

First: Edward J. Hodous
Next in Merit: D. I. Gallagher
James C. Kocour
Eugene F. Madden

LATIN.

First: Edward J. Hodous
Next in Merit: James C. Kocour
Edward A. McDonnell
Francis M. Surtz

GREEK.

First: Edward J. Hodous
Next in Merit: James C. Kocour
Edward A. McDonnell
Francis M. Surtz

ENGLISH PRECEPTS.

First and Equal: E. J. Hodous
Next in Merit: E. A. McDonnell
Daniel I. Gallagher
Francis M. Surtz

ENGLISH COMPOSITION.

First: Edward A. McDonnell
Next in Merit: Thomas Cowan
Francis M. Surtz
Edward J. Hodous

HISTORY.

First: Edward J. Hodous
Next in Merit: E. A. McDonnell
Francis M. Surtz
Daniel I. Gallagher

MATHEMATICS.

First and Equal: E. J. Hodous
Francis M. Surtz
Next in Merit: E. A. McDonnell
Andrew C. Jacobec

PHYSICAL GEOGRAPHY.

First: Thomas Cowan
Next in Merit: E. J. Hodous
Edward T. Carney
Francis M. Surtz

First Year—Division A

The Gold Medal for the highest average in the collective branches
of the class was merited by

WALTER A. DORSEY, 97.4.

FIRST HONORS:

Anthony Patton, 96.8	Joseph Haney, 90
Clarence Faflik, 92	William J. Carmody, 90
Joseph Riccardi, 91	Ralph M. Gorman, 90
Peter J. McGibbon, 91	Jerome Coffey, 90
James F. King, 91	Stewart Gallagher, 90

SECOND HONORS:

Edward R. Rickards, 89	George Kurka, 85
Mortimer Farrell, 88	Charles Comis, 85
Leonard A. Smith, 85	Stephen Bojsko, 85

Class Standing.

CHRISTIAN DOCTRINE.

First: Walter A. Dorsey
Next in Merit: Joseph Riccardi
Albert Clarke
Stephen Bojsko

LATIN.

First: Walter A. Dorsey
Next in Merit: Anthony Patton
Joseph Riccardi
Jerome Coffey

ENGLISH PRECEPTS.

First: Anthony Patton
Next in Merit: Walter A. Dorsey
Ralph M. Gorman
Mortimer Farrell

ENGLISH COMPOSITION.

First: Walter A. Dorsey
Next in Merit: R. M. Gorman
Anthony Patton
Peter J. McGibbon

HISTORY.

First: Anthony Patton
Next in Merit: Walter A. Dorsey
Mortimer Farrell
William J. Carmody

MATHEMATICS.

First: Walter A. Dorsey
Next in Merit: Anthony Patton
Stewart Gallagher
Joseph Riccardi

First Year—Division B

The Gold Medal for the highest average in the collective branches
of the class was merited by

FRANCIS M. GARA, 95.

FIRST HONORS:

Frank Gross, 94.3	Bernard A. Hausmann, 92
Stephen Jacobson, 94	Elmer E. Dougherty, 91
Charles A. Pollak, 93	James J. Jordan, 90
John M. Kandrac, 93	

SECOND HONORS:

William E. Libens, 88	Perry Gafney, 87
Ambrose Koch, 88	Frank G. Kegg, 85
Robert J. Smith, 87	Albert H. Carroll, 85

Class Standing.

CHRISTIAN DOCTRINE.

LATIN.

First: William E. Libens	First: Frank Gross
Next in Merit: Francis M. Gara	Next in Merit: Francis M. Gara
John M. Kandrac	John M. Kandrac
Frank Gross	Elmer E. Dougherty

ENGLISH PRECEPTS.

ENGLISH COMPOSITION.

First: Frank Gross	First: William E. Libens
Next in Merit: Stephen Jacobson	Next in Merit: Stephen Jacobson
Francis M. Gara	Francis M. Gara
John M. Kandrac	Elmer E. Dougherty

HISTORY.

MATHEMATICS.

First: Charles A. Pollak	First: Stephen Jacobson
Next in Merit: B. A. Hausmann	Next in Merit: Frank Gross
Francis M. Gara	Francis M. Gara
Elmer E. Dougherty	Bernard A. Hausmann

First Year—Division C

The Gold Medal for the highest average in the collective branches
of the class was merited by

DONALD ADAMS, 96.

FIRST HONORS:

Andrew Jacobec, 95

John Benedick, 91

SECOND HONORS:

Ralph C. Koehler, 89

John E. Gallagher, 88.5

Class Standing.

CHRISTIAN DOCTRINE.

First: Donald Adams

Next in Merit: J. E. Gallagher

John Benedick

Roy G. Bourgeois

LATIN.

First: Donald Adams

Next in Merit: Ralph C. Koehler

Roy G. Bourgeois

John Benedick

ENGLISH PRECEPTS.

First: Donald Adams

Next in Merit: Roy G. Bourgeois

Ralph C. Koehler

John Benedick

ENGLISH COMPOSITION.

First: Ralph C. Koehler

Next in Merit: John Benedick

Clarence Novy

John E. Gallagher

HISTORY.

First: Donald Adams

Next in Merit: Roy G. Bourgeois

Paul A. Lynch

John Benedick

MATHEMATICS.

First: Donald Adams

Next in Merit: John Benedick

Ralph C. Koehler

Roy G. Bourgeois

Alumni and Students' Organizations

The Alumni Association

The Alumni Association of St. Ignatius College was organized in the spring of 1903 and has for its object, "to keep up the friendship of college days, to promote Catholic education and to further the interests of the College." The Association holds an annual meeting about the time of the College Commencement, and other business and social meetings at the call of the Executive Committee.

Executive Committee

Rev. John B. Furay, S. J.....	President of the College
Neil A. Collins.....	President
William Manning, M. D.....	Vice-President
William J. Raddatz.....	Secretary
Rev. Edward F. Sullivan.....	Treasurer
Rev. James Cummins	Historian
Rev. John Powers	Chaplain
Joseph A. Schlitz	Benjamin Ling

Sodalities of The Blessed Virgin

The object of the Sodality of the Blessed Virgin is to foster in the students an earnest religious spirit, and especially a tender devotion to the Mother of God.

Sodality of the Annunciation of The Blessed Virgin Mary

SENIOR STUDENTS.

Established February 2, 1891.

Rev. Richard D. Slevin, S. J., Director.

OFFICERS.

First Term.

James J. Duffy.....	Prefect.....	James J. Duffy
Victor J. Walsh	1st. Asst. Prefect.....	Michael J. Hynes
Joseph A. Bodnar.....	2nd Asst. Prefect.....	Victor J. Walsh
William L. Newton.....	Secretary.....	William L. Newton
Philip A. Scully.....	Organist.....	Philip A. Scully
Michael J. Hynes....		John S. Polk
Andrew J. Roshetka..		Andrew J. Roshetka
Albert J. Bishop....		Owen L. Gallagher
John F. Gallagher...		Thaddeus T. Marchant
George M. Dennerle..	.....Consultors.....	Aloysius Diersen
Louis A. Litzler.....		Charles F. Hill
Aloysius A. Bungart..		Thomas P. Chambers
George L. Warth....		Edward A. Kikel
William Jos. Murphy.....	Sacristan.....	William Jos. Murphy

Second Term.

Sodality of The Immaculate Conception

JUNIOR STUDENTS.

Established February 26, 1909.

Rev. Richard D. Slevin, S. J., Director.

OFFICERS.

First Term.

Second Term.

Joseph D. Lynch.....	Prefect.....	Raymond J. Gray
Raymond J. Gray.....	1st. Asst. Prefect.....	Joseph D. Lynch
Edmund Kirby.....	2nd Asst. Prefect.....	Edmund Kirby
Thomas J. Doran.....	Secretary.....	Thomas J. Doran
John P. Culliton.....	}Consultors.... }	.....John P. Culliton
John C. Wasmer....		.....John C. Wasmer
Ralph A. Gallagher...		.....Louis Sommer
Martin Hynes.....		.....William J. Keefe
James M. Gallagher.		.....Julius S. Snyder
Edward F. Madaras..		..James M. Gallagher
Harold Bell.....		.....Edward Shannon
William Walsh.....		.....Robert Eriggs
Sylvester Mahony....		.....Patrick Haggerty
		.....Edward Hodous
		.....Roy G. Bourgeois
Walter Fowler.....	}Sacristans..... }	...Richard J. Gaffney
Frank Lane.....		.....Frank Kleinhenz

The Apostleship of Prayer in League with the Sacred Heart

The Apostleship of Prayer in League with the Sacred Heart is a world-wide organization, of which there exists in the College a distinct and duly-erected Local Center, with membership open to all the students. The object of the association is to foster a manly and practical devotion to the Sacred Heart of our Lord and Its interests in the world, and to put in practice the law of universal charity by mutual prayer for the intentions of all Associates.

REV. WILLIAM F. HENDRIX, S. J., Director.

The Senior Debating Society

The Society affords opportunity for acquiring skill in the art of speaking, gives much useful information to its members and develops in them a taste for literary studies. The usual exercises at the weekly meetings are the reading of original essays and the discussion of subjects of debate approved by the Moderator.

MR. WILLIAM J. YOUNG, S. J., Moderator.

OFFICERS.

First Term.

Albert M. Donze.....	President.....	Victor J. Walsh
Farrell T. Gallagher.....	Vice-President.....	Farrell T. Gallagher
Victor J. Walsh.....	Secretary.....	Michael J. Hynes
Aloysius J. Diersen.....	Treasurer.....	Robert E. Mix

Second Term.

The Junior Debating Society

The object of this Society is to foster a taste for literature and to enable its members to acquire ease and facility in composition and in argumentative speaking. Debates, original essays and poems form the programme for the meetings, which are held every two weeks. The matter taken up in these meetings is a preparation for the more advanced work done in the Senior Debating Society.

Moderator.....	Rev. William F. Hendrix, S. J.
President.....	Arthur C. Brickel
Vice-President.....	Aloysius A. Bungart
Secretary.....	Lawrence W. Coughlin

The Students' Library

The object of the Library is to foster a taste for good and useful reading.

The Circulation Department, accessible to all students, comprises over four thousand volumes of choice literature, carefully selected with a view to the needs of the college students. Books are issued on all school days.

In the Reading Rooms, the leading Catholic journals and magazines, together with valuable works of reference, are placed at the service of the students, thus affording them ample opportunity of becoming acquainted with the current news, and of forming sound opinions upon important questions of the day. The Reading Rooms are open daily from 12 to 12:45 P. M.

MR. JOHN A. BERENS, S. J., Director.

OFFICERS.

First Term.

Second Term.

Julius J. Snyder.....	President.....	James J. Duffy
George D. Burke.....	}Librarians.....	...Thomas I. Gaffney
Thomas I. Gaffney.....		....George D. Burke
James J. Duffy.....		.....Joseph G. Brady
George M. Dennerle.		...George M. Dennerle
Victor E. Black.....		.....Thomas Connell
Arthur W. Motley.....		...Arthur W. Motley
Edward McDonnell....		.....Howard Smith
Raymond J. Gray....		....Raymond J. Gray
Edward Madaras.....		.....Frank J. Kaehni

The Athletic Association

By means of this Association encouragement is given its members to acquire the physical development requisite for consistent work in the classroom. Those only are permitted to play on a representative team who have attained proficiency in the various branches of the curriculum.

During the course of the past year a new gymnasium, having a floor space of 5,100 square feet has been erected. In addition, the gymnasium has been amply provided with showers and lockers.

Moderator.....	Mr. Thomas J. Moore, S. J.
President.....	Alfred J. Gallagher
Vice-President.....	Farrell T. Gallagher
Secretary.....	Joseph P. Hurley
Treasurer.....	Albert J. Murphy

I. EPISTEMOLOGY.

1. Among certain truths we find three which are justly called "Primary", because they must be admitted before we can obtain certitude about any other truth, and because the mind can never abstract from their certitude.

2. The mental attitude of general doubt, commonly called Universal Scepticism, is physically impossible, and when stated as a principle it contains contradictions.

3. No philosophical system can begin with Universal Methodic Doubt.

4. Nobody, who does not profess Universal Scepticism, can consistently question the reliability of Consciousness.

5. The perceptions of our external senses produce true certitude about the existence and qualities of bodies.

6. The objective validity of our ideas cannot and need not be proved directly: however, it can be shown that the position of the modern subjectivists necessarily leads to Universal Scepticism.

7. Experience shows that we not only use universal names, but also form concepts which are universal in the strict sense.

8. These universal concepts are not mere fictions of our mind.

9. The extreme realism professed by the Platonists and William of Champeaux in explaining the objective nature of universal ideas must be rejected.

10. The direct universal idea is objectively real because that which it represents exists formally in the ontological order, though not in the manner in which it is represented; the reflex universal idea is objectively real because what it represents exists fundamentally in the ontological order.

II. GENERAL ETHICS.

1. There exists an External Law.

2. There exists a Natural Law.

3. This natural law is universal and unchangeable.

4. Every human law is based upon the natural law.

5. Man must apply the law to the individual case by using his reason; and this dictate of reason, commonly called Conscience, when pronounced with subjective certainty, must always be obeyed, even though it may be objectively wrong.

6. Man is never permitted to act with a really doubtful conscience.

7. In doubtful cases, involving more than mere liceity, man must choose the safer course.

8. In doubtful cases, which concern liceity only, man is permitted to choose the opinion which frees him from obligation, provided it be solidly probable.

9. Nature has endowed every human being with certain rights; but beings without reason cannot possess rights.

10. Enforcibility is commonly an attribute of rights; but it does not constitute their essence.

Second Public Disputation

Held in honor of St. Thomas Aquinas
May 2, 1914

PROGRAMME.

1. Essay—"The Free Will".....Albert M. Donze
2. Discussion on Biology and Psychology... { Michael J. Hynes, Def.
Paul C. Smith, Obj.

BIOLOGY AND PSYCHOLOGY.

1. Living beings differ essentially from inanimate substances; hence besides matter, they possess another substantial element, in its nature superior to brute matter, called the vital principle.

2. Spontaneous Generation is not proved by facts and is moreover metaphysically impossible.

3. There is an essential difference between animals and plants.

4. Animals possess no intelligence.

5. The Darwinian theory of evolution must be rejected.

6. The human intellect is an immaterial faculty.

7. The human will is an immaterial faculty.

8. The human will is endowed with true freedom of choice.

9. The rational soul is a spiritual substance.

10. The rational soul is able to exist in and by itself.

1. Essay—"Hobbes' Leviathan".....C. J. Perrier

2. Discussion in Special Ethics..... { James E. Hallisy, Def.
Victor J. Walsh, Obj.

SPECIAL ETHICS.

1. God as the author of human nature is also author of the Conjugal Society, which is obligatory for the race only, not for the individual.

2. Unity is an essential attribute of the Conjugal Society.

3. Indissolubility is an essential attribute of the Conjugal Society.

4. The essential rights of Domestic Society are independent of the civil power.

5. In virtue of the natural law, parents possess a primary and exclusive right to educate their children.

6. Civil Society is in its specific nature a natural society.

7. The formal element of the state, or the rights and duties exist-

ing between government and citizens cannot be produced by any form of social contract.

8. The natural end of the state is public prosperity; but the state may pursue this end only with due regard to man's last personal end, and only in so far as the general welfare cannot be obtained by private endeavor.

9. State Monopoly of primary instruction is contrary to the natural law.

10. State Monopoly of higher instruction is opposed to the natural law.

Annual Prize Debate

Library Auditorium

Fulton Road and Bridge Ave.

Wednesday, May 6, 1914

PROGRAMME.

Musical Selection

Cornet	Lawrence J. Mellert
Violin.....	John Schaefer
Piano.....	Philip A. Scully

Introductory Remarks.....Victor J. Walsh, Chairman
 "Resolved, That the Presidential Term
 Should Be a Single One of Six Years."

First Affirmative.....	John S. Polk
First Negative.....	Joseph A. Bodnar
Second Affirmative.....	James J. Laughlin
Second Negative.....	John F. Gallagher

Musical Selection

Piano—Second Mazurka	Clarence Novy
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Rebuttals

Musical Selection

Cornet.....	Lawrence J. Mellert
Violin.....	John Schaefer
Piano.....	Philip A. Scully

Decision

JUDGES OF DEBATE.

Rev. Thomas P. Mulligan	John F. Corrigan, M. D.	Carl E. Dyas
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Contest in Elocution

, Wednesday, May 13, 1914

PROGRAMME

Piano Solo.....Leonard A. Smith

SECTION I—(FIRST YEAR).

The Brave Fireman.....Clarence Novy
The Sign of the Cross.....William J. Carmody
MacLaine's Child.....Roy G. Bourgeois

SECTION II—(SECOND YEAR).

The Battle.....James P. Cozzens
The Slave Ship.....Howard W. Smith
Mark Anthony's Address.....Daniel Gallagher

Violin Solo.....Andrew J. Kleinschnitz

SECTION III—(THIRD AND FOURTH YEARS).

Mark Anthony and Cæsar Fallen.....Lawrence J. Mellert
The River Meets the Sea (Dickens).....John M. Culliton
That Boy John.....Joseph M. Kleinhenz

Vocal Solo.....Edward F. Shannon

COLLEGE DEPARTMENT—(FRESHMAN AND SOPHOMORE).

Catiline's Defiance.....Thaddeus T. Marchant
Knapp Trial (Extract).....Joseph A. Bodnar
Dagger Scene (Macbeth).....Farrell T. Gallagher
Prentiss' First Plea.....Alfred J. Gallagher

Piano Solo.....Clarence Novy

DECISION OF JUDGES.

JUDGES OF THE CONTEST.

Rev. Thomas E. Walsh Dr. Edward Neary Mr. John A. Toomey

Twenty-Eight Annual Commencement

B. of L. E. Hall

Friday Evening, June 19, 1914, 8:15 p.m.

PROGRAMME.

Rights and Duties of Governments.....John S. Polk
Valedictory.....Albert M. Donze

Conferring of Degrees

Award of Prizes.

Address to the Graduates

Hon. T. J. Duffy, Columbus, Ohio.

ORGAN SELECTIONS.

Prof. R. M. Schneider.

Distribution of High School (Academy) Prizes, June 20, 10 A. M.,
St. Mary's Hall.

General Summary

College	58
High School.....	248
Loyola High School.....	134
<hr/>	
Total.	440

Announcements

FOR 1914.

Matriculation—Owing to the rush of new students immediately before the Fall Opening, parents are requested to enter their sons as soon as possible after August 15. Office hours from 9 to 12 a. m.

Examination for Free Scholarships, open to all the parochial schools of Cleveland and vicinity, on Saturday, June 20, at 9 a. m.

Examinations of Conditioned Students, 9 o'clock a. m.: Tuesday, August 25, Latin, Physics and Chemistry; Wednesday, August 26, Mathematics, History, English; Thursday, August 27, Greek, etc.

Entrance Examinations will be held on Saturday, August 29, at 9 a. m.

Fall Opening—Tuesday, September 8, 1914.





8A
4/15

St. Ignatius College

Cleveland, Ohio

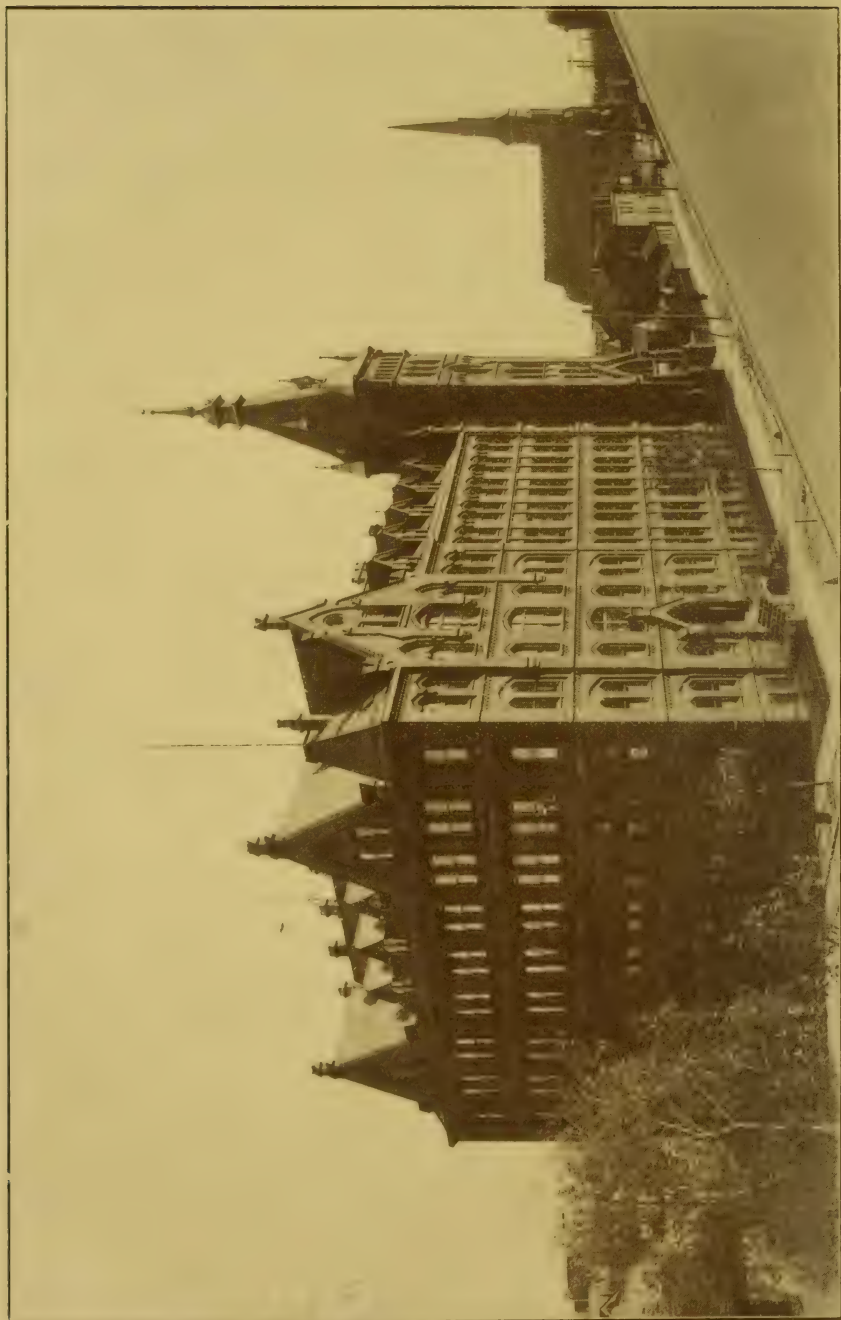


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ST. IGNATIUS COLLEGE, CLEVELAND

A. M. D. G.



Catalogue
of
St. Ignatius College

Cleveland, Ohio



1914 = 1915

Board of Trustees

REV. JOHN B. FURAY, S. J.,
PRESIDENT.

REV. L. KELLINGER, S. J.,
VICE-PRESIDENT.

REV. FRANCIS J. HAGGENEY, S. J.,
SECRETARY.

REV. JOHN B. NEUSTICH, S. J.,
TREASURER.

REV. MATTHIAS PETERS, S. J.

REV. FRANCIS S. BETTEN, S. J.

REV. RICHARD D. SLEVIN, S. J.

General Information

St. Ignatius College, conducted by the Fathers of the Society of Jesus, was opened for the reception of day-scholars on the 6th of September, 1886. It was incorporated by the Secretary of State, December 29, 1890, with the power to confer such academic degrees and honors as are conferred by colleges and universities of the United States.

The legal title of the college for the purpose of bequests and donations is

ST. IGNATIUS COLLEGE OF CLEVELAND, OHIO.

Loyola High School, situated on the corner of Cedar Avenue and East 106th Street, was established as a branch of St. Ignatius College in September, 1907. The course of studies is the same as that followed in the High School (Academic) Department of St. Ignatius College.

Moral Training

In its moral training the College aims at building the conscience of its students for the right fulfilment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for this fulfilment; and, as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. The Catholic students are required to attend the classes in Christian Doctrine, to be present at the Chapel exercises, to make an annual retreat and to approach the Sacraments at least once a month.

Discipline

Though the government of the Institution is mild rather than severe, yet, for the maintaining of order and discipline, without which there can be no training nor development of character, the students are required to be obedient, earnest in study, punctual, and refined of manner; any serious neglect in these essential points rendering the offender liable to effective correction and even to dismissal.

For faults committed outside the premises, the officers of the College do not consider themselves responsible, as students cease then to be under their jurisdiction; still, in justice to the reputation of the College, the authorities will hold students strictly accountable for offenses of this nature.

Sessions

The Academic year consists of one session, beginning on the first Monday of September and ending on or about June 21, when the Annual Commencement, the Conferring of Degrees and the Distribution of Premiums take place. The *session* is divided into two *terms*—the first ending on the first of February and the second on or about June 21.

Examinations

A thorough examination in all classes is made at the close of the year. There is a special mid-year examination for the

Philosophy Class in all the branches of the class, and the averages made by the students are publicly announced at the February Distribution. In all other classes of the College and Academy quarterly competitions are held. The final examination covers the work from January 1.

Class Standing

The student's progress is indicated by the combined results of the competitions, mentioned above, and his class-work. "*Class Work*" is the record of the student's attendance and of his satisfactory work during the hours of class. It counts half, equally with the competitions, in his standing. Markings are on the scale of 100. An average below 75 shows an unsatisfactory standing; an average below 67 is failure to pass.

Parents and guardians should observe that absence and tardiness, even though excusable, affect the class-work and, consequently, the student's standing and his chances for promotion.

Reports

Weekly reports are given respecting the students' conduct, application and attention; parents are requested to sign these reports and to see that they are returned to the College.

After each set of competitions, with the exception of that held in April, a report of the student's standing is sent to the parents or guardian. The Vice-President should be notified if the reports are not received in due time.

Promotions

Promotions to a higher grade are regularly made at the beginning of the academic year; but they will be made at any time when the student's progress justifies them. Students who fail in two principal branches in the final examinations will not be promoted.

The successful completion of the College course entitles the student to the degree of Bachelor of Arts.

The degree of Master of Arts can be obtained by devoting a further year to the study of Philosophy in the College, or two years to professional studies, together with a written thesis on a subject assigned by the President of the College.

Honorary degrees may be conferred at the discretion of the Board of Trustees upon those who have deserved well of the community in Literature, Science, or the Professions.

Honors and Prizes

Every quarter the combined competition and "class-work" record is publicly proclaimed, and honors are awarded to the leaders.

The honors and prizes awarded at the end of the year are determined by the recitations of the entire year and the competitions. To the student making the highest average in the collective branches of his class a gold medal is awarded. Those whose average is 90 per cent and upward merit the distinction of first honors; and those whose averages are between 85 and 90, second honors. Besides these incentives to study, special mention is made in the catalogue of those who have obtained leading places in the various branches of the classes in the Academic Department.

Special Prizes

Intercollegiate English Prize

A purse of \$100 (\$50 for the first prize, \$20 for the second, \$15 for the third, \$10 for the fourth, and \$5 for the fifth) is offered yearly by Mr. D. F. Bremner, of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit Colleges of the Missouri Province, which are:

St. Louis University, St. Louis, Mo.
St. Xavier College, Cincinnati, Ohio.
St. Ignatius College, Chicago, Ill.
St. Mary's College, St. Marys, Kan.
Creighton University, Omaha, Neb.
Detroit University, Detroit, Mich.
Marquette University, Milwaukee, Wis.
Campion College, Prairie du Chien, Wis.
St. Ignatius College, Cleveland, Ohio.
St. John's University, Toledo, Ohio.

Intercollegiate Latin Prize

For the best Latin essay from competitors of the same colleges, a gold medal is offered by Very Rev. A. J. Burrowes, S. J., Provincial.

General Regulations

1. ATTENDANCE.—As regular attendance is an important element in class standing and an essential condition for successful work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, for tardiness, or for permission to withdraw before the close of the daily session, a note from the parent or guardian will invariably be required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitations or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal.

2. HOME STUDY.—All the endeavors of the Faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately twenty-five hours each week are spent in class work; and to prepare the recitations and exercises for this work, as well as to review the matter previously seen, at least fifteen hours of home study each week, or from two to three hours daily, are required. Parents and guardians are, therefore, respectfully urged to insist on this application.

SCHOOL HOURS.—Doors open every morning at 8:00 o'clock, standard time. All students are expected to be present at 8:25 o'clock, the time to go to Chapel for hearing Mass.

Class hours are from 9:00 A. M. to 11:45 A. M., and from 12:45 to 2:55 P. M. To excuse late arrival, be it on account of great distance or for any other reason, special arrangements must be made with the Prefect of Discipline.

HOLIDAYS.—Thursday is the weekly holiday. Other holidays are: All holy days of obligation, the national holidays, Christmas and Easter vacations.

Boarders are not admitted. Respectable boarding-houses can be recommended by the College authorities to students not living in the city.

It is highly important that all the students be present on the day of reopening, as the regular class work begins at once. Not only do students suffer greatly by missing the introductory lessons of their respective classes, but in consequence thereof great inconvenience is caused to the teachers. It is, therefore, expected that all students present themselves on the day of reopening. *Latecomers and those leaving before the close of the scholastic year, cannot compete for class honors.*

3. COMMUNICATIONS.—Due notice should be given to the President or to the Vice-President of a change of residence, or of the contemplated withdrawal of a student.

Terms

As the institution is not endowed, it is entirely dependent for its support on the fees paid for tuition.

Entrance fee, \$5.

Tuition, per session of ten months for all classes, \$60.

Library fee, \$1.

Students of Biology, Chemistry and Physics pay \$10 per session for the use of the apparatus.

Diplomas for Graduates in the Classical Course, \$5.

Payments must be made quarterly or semi-annually in advance. The account for tuition dates from the day of the student's entrance. No deduction is allowed for absence, save in case of dismissal or protracted illness. The session is divided into quarters, beginning respectively about the 1st of September, the 15th of November, the 1st of February and the 15th of April.

Scholarships

(A scholarship consists of a donation of \$1,250.)

The Rev. E. W. J. Lindesmith Scholarships (two), founded by the Rev. E. W. J. Lindesmith.

The Rev. E. M. O'Callaghan Scholarships (two), founded by the Rev. E. M. O'Callaghan.

The St. Aloysius Scholarships (six), founded by the late Rt. Rev. Mgr. Felix M. Boff.

The Mary I. Sexton Scholarship, founded by Mrs. Mary I. Sexton, Chicago, in memory of her parents, John F. and Catherine Lyons.

The Rev. Michael Zoeller, S. J. Golden Jubilee Scholarship, founded by St. Mary's Parish.

The Elizabeth Schweitzer Scholarship, founded by Mrs. Elizabeth Schweitzer.

The Philip H. Marquard Scholarship, founded by Mr. Philip H. Marquard, Cleveland, Ohio.

The Rev. Hippolyt Orlowski Scholarships (two), founded by the late Rev. Hippolyt Orlowski, of Berea, Ohio.

The Rev. John T. Carroll Scholarship, founded by the late Rev. John T. Carroll, Cleveland, Ohio.

One year scholarships for the year 1914-1915 were donated by:

Mr. F. V. Faulhaber, Cleveland.

A Friend.

Two scholarships for the four years of the High School (Academic) course are offered by the President of the College to the two boys of the parochial schools of Cleveland and vicinity, who obtain the highest marks in a competitive examination on June 19.

Competitive Scholarships

Conditions of the Contest

1. Two Scholarships will be awarded.

2. The Examinations will be held on Saturday, June 19th, 1915, at 9 A. M. in St. Ignatius College, W. 30th St. and Carroll Ave.

3. Each applicant must have been a pupil of a parochial school in the Diocese of Cleveland during the whole session of 1914-1915.

4. No school will be awarded more than one scholarship.

5. Any boy of the eighth grade will be eligible to take the examinations. These scholarships mean free tuition during the four years of the high-school course. Without a scholarship the tuition would cost \$60 a year, or \$240 for the four years. With a scholarship there will be no expense except the cost of necessary books and stationery. One of these scholarships is, therefore, equal to a prize of \$240 to a boy who is ambitious to acquire an education.

Matter of Examination

ENGLISH. 1. Grammar—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences. 2. Composition—A short letter or narrative to test the candidate's ability to write grammatical English.

ARITHMETIC. Fractions, common and decimal; denominate numbers; measurements; percentage, including commission, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

HISTORY. Principal epochs and events of the history of

the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

GEOGRAPHY. Division of the world into continents; political division of the continents; form of government of each country, its chief cities, its great rivers and products, etc.

The President and Faculty wish to express their grateful appreciation of favors received during the year. The following benefactors are worthy of special mention:

Mr. F. V. Faulhaber: Annual Scholarship.

Mr. Fred F. Spitzig: Various Government publications.

DONORS OF MEDALS.

Hon. Martin L. Sweeney: Ohio Archaeological and Historical Society Publications.

Hon. Virgil Terrill: Various State Publications.

The College

Officers

REV. JOHN B. FURAY, S. J.,
PRESIDENT.

REV. L. KELLINGER, S. J.,
VICE-PRESIDENT, PREFECT OF STUDIES AND DISCIPLINE.

REV. JOHN B. NEUSTICH, S. J.,
TREASURER.

REV. FRANCIS S. BETTEN, S. J.,
LIBRARIAN.

REV. MICHAEL ZOELLER, S. J.,
CHAPLAIN.

Faculty

REV. JOHN B. FURAY, S. J.,
EVIDENCES OF RELIGION.

REV. FRANCIS J. HAGGENEY, S. J.,
MENTAL AND MORAL PHILOSOPHY, LITERATURE.

REV. JAMES J. DOYLE, S. J.,
SOPHOMORE CLASSICS, LITERATURE, FRENCH.

MR. WILLIAM A. RYAN, S. J.,
CHEMISTRY, MATHEMATICS AND GEOLOGY.

MR. LEO J. VOLLMAYER, S. J.,
PHYSICS.

REV. FRANCIS S. BETTEN, S. J.,
HISTORY AND FRENCH.

REV. L. KELLINGER, S. J.,
ELOCUTION.

REV. FREDERICK L. ODENBACH, S. J.,
BIOLOGY, CURATOR OF MUSEUM, DIRECTOR OF METEOROLOGICAL OBSERVATORY.

The College

The College Course embraces instruction in the departments of Philosophy, Language, Literature, History, Science, and Mathematics. The aim of the course is to give the student a complete liberal education, which will train and develop all the powers of the mind, and will cultivate no one faculty to an exaggerated degree at the expense of the others. The college ideal is not to foster specialization, but to cultivate the mind, to build up and strengthen true character, and to impart that accuracy of thought and reasoning and that breadth of view which must ever be the foundation as well of more advanced scholarship as of eminence in the professions or other stations in life.

To attain this end, the studies prescribed in this course and leading up to the degree of Bachelor of Arts are regarded as fundamental and essential in a liberal education and therefore are not left to the student's option. It is especially to be noted that practically all the studies in the Freshman and Sophomore years are prescribed. Only in the Philosophy Class do some of the studies become elective.

Requirements for Admission

1. All applicants for admission to St. Ignatius College must give satisfactory evidence of good moral character.

2. Candidates who have satisfactorily completed the course prescribed by St. Ignatius Academy will be admitted without examination.

3. Graduates from other Academies or High Schools will be admitted without examination, if they present evidence that they have completed the work required by the course of St. Ignatius Academy, as set forth in the Catalogue, page 31 *et seq.*, or its equivalent.

4. All other applicants for admission, who wish to enter as candidates for the B. A. degree, will be required to pass a satisfactory examination in the following subjects:

LATIN. *Authors:* Cæsar's Gallic War, four books; Nepos' Lives (6) may be taken in place of two books of Cæsar; Cicero's orations against Catiline and for Archias; Cicero's De Senectute and Sallust's Catiline or Jugurthine War may be taken as substitutes for three of the above orations. Virgil, four books of the Aeneid or their equivalent from the Eclogues, Georgics and Ovid's Metamorphoses.

Grammar and Composition: The examination in grammar and composition will require a thorough knowledge of the entire Latin grammar together with such facility in writing Latin prose as is acquired by one who satisfactorily completes the course of exercises prescribed by St. Ignatius Academy. This course is based on Arnold's Latin Composition, for which see Catalogue of St. Ignatius Academy, page 31.

GREEK. *Authors:* Xenophon's Anabasis, four books, or their equivalent; Homer's Iliad or Odyssey, one book.

Grammar and Composition: The examination in grammar will require a thorough knowledge of etymology, of the syntax of cases, the rules of concord and prepositions. The theme will be based on Xenophon and will test the candidate's ability to translate into Greek simple sentences with special reference to the use of the forms, particularly of the irregular verb, and the common rules of syntax.

ENGLISH. *Texts prescribed for reading and study:* Two plays of Shakespeare, Burke's Conciliation with the Colonies or American Taxation; Irving's Sketch Book; one essay of Macaulay; Scott's Lady of the Lake; Goldsmith's Deserted Village; Tennyson's The Passing of Arthur; Lowell's Vision of Sir Launfal; Coleridge's Ancient Mariner.

The applicant should make himself familiar with the character, the plot, incidents and characteristic diction of each work. Equivalents will be accepted.

Rhetoric and Composition: The applicant will be exam-

ined on the principles of Rhetoric as set forth in Thorndike's Elements of Rhetoric, or in a work of equal standing. The composition will test the candidate's ability to write clear, idiomatic English. The subject will be taken from his experience and observation, or from the books he presents for examination. The spelling and punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

MATHEMATICS. Algebra to Indeterminate Equations, included. Plane and Solid Geometry. Plane Trigonometry.

HISTORY. Oriental and Greek History; Roman History to the Fifth Century A. D. History of the United States; Modern History.

CIVICS. Macey's Lessons in Civil Government.

College Course

Freshman Class

The object of this class is the cultivation in a special manner of literary taste and style, which is to be effected chiefly by the study of the best poets and prose writers. The Greek and Latin classics are studied for this purpose, together with such English writers as are noted for the highest qualities of literary substance and form. Special emphasis is laid on the study of poetry. Moreover, in this class, as in the others of the course, the literary work is supplemented by that training in Mathematics, Science and History which is required by a liberal education.

For the prescribed studies, see schedule of studies, page 18 *et seq.*

Sophomore Class

The work of this year centers on the study of Oratory and Historical composition. The nature and types of oratory, principles of argumentation, the nature and requirements of historical writing, are thoroughly investigated,—the best models, ancient and modern, forming the subject matter of study. Thus, while perfecting literary taste, the class is intended to develop that grasp and perspective of structure without which composition on a large scale is impossible.

For the required studies, see page 18 *et seq.*

Philosophy Class—First Term

The object of this class is to form the mind to habits of correct reasoning and to impart sound principles of philosophy. Logic and Rational Philosophy, including such topics as being, causality, the nature of matter; the human soul, its nature, origin, operation, etc., are the chief subjects of study. The additional training received from the study of the history of Philosophy and various literary topics is by no means neglected.

For the required studies, see page 18 *et seq.*

Second Term

The study of Philosophy is continued this term in courses on the two important subjects of Natural Theology and Ethics. These courses, treating of the existence of God, the origin of moral obligation, the natural law, duties and rights, etc., form the crowning work of a liberal education. Their aim is to teach sound principles of conduct, to give the students clear ideas on the purpose and destiny of man, and on the problems of life and their solution, as furnished by ethical principles.

For the required studies, see page 19 *et seq.*

Course of Studies

The number of periods indicates the amount of time given to a subject per week. A period, unless otherwise specified, stands for fifty minutes.

Latin

FRESHMAN CLASS. (Five periods of 60 minutes each.)

Precepts: A thorough review of Latin prosody and versification.

Authors.—first term: Horace, *Ars Poetica*; Virgil, *Aeneid*, Bks. III, V and VI.

Second term: Livy, Bks. XXI, XXII; Horace, *Select Odes*.

Sight Reading: Selections from *Christian Hymnology*; *Livy*.

Practice,—both terms: Bradley's *Aids to Writing Latin Prose*, Part I, and selections from Part II to Exercise 60. Two themes a week. A theme in imitation of the prose authors studied about every fortnight.

Memory: From the authors read in class.

SOPHOMORE CLASS. (Five periods of 60 minutes each.)

Authors,—first term: Cicero, *Pro Lege Manilia* or *Pro Milone*; Horace, *Select Odes* and *Epodes*.

Second term: Horace, Epodes, Epistles and Satires; Tacitus, Agricola.

Sight Reading: Selections from the authors assigned above; Tacitus, Germania or Annals; Selections from the Latin Fathers.

Practice,—both terms: Bradley's Aids, selections from Part II, from Exercise 50 to the end of the book. Two themes a week. One composition every fortnight in imitation of the authors studied. Off-hand translation from English into Latin.

Memory: Select passages from the authors read.

PHILOSOPHY CLASS. (Three hours.)

Authors,—first term: Cicero, Quæstiones Tusculanæ; Plautus, Duo Captivi; History of Latin Literature; Mackail for reference. Essays in Latin, Bradley's Aids.

Second term: Cicero, Quæstiones Tusculanæ, continued; Pliny, Letters; Juvenal, Selections; Selections from the Latin Fathers. Essays in Latin.

Greek

FRESHMAN CLASS. (Five periods.)

Precepts,—first term: The syntax of the verb repeated; general rules of quantity in connection with the author; the Homeric dialect, cf. Kægi-Kleist, Nos. 209-215. A brief sketch of Greek Epic and Lyric poetry. Cf. Jebb's Classical Greek Poetry.

Second term: The precepts of the first term thoroughly repeated.

Authors,—both terms: Plato, Apology or Crito; Homer, Iliad; Selections from Bks. II, III, IV and VI. Lyrics selected from the various Greek poets—Sappho, Simonides of Ceos, Pindar (Olympian XII or selections from a longer ode), Mel-eager. Cf. Garvy's Anthology.

Sight Reading,—both terms: The New Testament or selections from the authors read in class.

Practice,—both terms: A written theme once a week, based on the authors studied and illustrating the syntax of

Attic Greek; or Kægi-Kleist Exercise Book II, Nos. 52-66.

Frequent written reviews in class.

SOPHOMORE CLASS. (Five periods.)

Authors,—first term: Demosthenes' Philippic I or III. Analysis of first or third Philippic to be seen in detail.

Second term: Demosthenes on the Crown with detailed analysis; Sophocles, Antigone, Oedipus Tyrannus or Oedipus Coloneus.

Sight Reading,—both terms: The New Testament or St. Chrysostom, Eutropius, or St. Basil.

Practice,—both terms: Easy themes built on sentences in the text, once a week. Frequent written reviews.

PHILOSOPHY CLASS. (Three periods.)

Authors,—both terms: Plato, Phædo—Analysis; Keep's Stories from Herodotus, Aeschylus, Prometheus Bound or Agamemnon.

English

FRESHMAN CLASS. (Five periods.)

Precepts: Literary Aesthetics; Theory of the Beautiful, of the Sublime; Taste; Imagination; Theory of Literature. Poetics: Nature and kinds of poetry; elements of poetic substance and form; characteristics of Lyric and Epic Poetry. Fiction: Constructive principles of story-writing; elements of Fiction, viz., plot, character, situation, purpose; Realism and Romanticism in Fiction; development of the English Novel.

Text-book: Coppens' Introduction, with Professor's Notes.

Texts for Study: Newman's Lecture on Literature and Essay on Aristotle's Poetics; Selections from Newman, Ruskin, De Quincey, Milton, Coleridge, Wordsworth, Keats, Tennyson, DeVere.

History of English Literature and Criticism. Anglo-Saxon, Semi-Saxon, Old English and Middle English Periods; The Elizabethan Age; The Transition Period; The Classical Age.

Text-book: Jenkins' Handbook of English Literature.

Practice: One composition a week on subjects chiefly literary.

SOPHOMORE CLASS. (Five periods.)

Precepts: Oratory; Nature and types of oratory; division of the oration; style in public speaking; methods of oratorical composition; principles of argumentation.

Text-book: Coppens' Art of Oratorical Composition.

History: Principles of historical composition; ethical requirements of history; representative English and American historians.

Texts for Study: Burke's speech on American Taxation and Address to the Electors of Bristol; Webster's Reply to Hayne and speech in the Knapp Trial, Commemorative Address on Adams and Jefferson; Newman's Second Spring.

History of English Literature and Criticism: The Romantic School of the Nineteenth Century; American Literature.

Text-book: Jenkins' Handbook of English Literature.

Practice: One composition a week. Analysis and criticism of speeches.

PHILOSOPHY CLASS,—first term. (Four periods.)

Precepts: The Drama: Laws and Technique; Theory of the Tragic; of the Comic.

Texts for Study: Shakespeare's Plays; Interpretation, critical and comparative study.

Practice: One composition a week or every fortnight. Essays, critical and philosophical.

PHILOSOPHY CLASS,—second term. (Four periods.)

Precepts: Theory of expository writing; the critical and philosophical essay; stylistic and structural requirements; historical development of the English essay.

Texts for Study: Essays of Macaulay, Newman, Brownson, Archbishop Spalding, etc. Analysis and comparative study of essays, with the emphasis laid on substance and structural organization.

Practice: One composition a week or every fortnight.
Subjects chiefly critical and philosophical.

Mathematics

Text-books: Wentworth's Complete Algebra and Analytical Geometry; Murray's Calculus.

FRESHMAN CLASS. (Three periods.)

First term: Algebra, c. 22, Choice, etc., to end of book.

Second term: Analytical Geometry, four chapters to Parabola excl.; supplementary propositions.

SOPHOMORE CLASS. (Three periods.)

First term: Analytical Geometry, Parabola to end of book.

Second term: Calculus.

PHILOSOPHY CLASS. (Two periods.)

Both terms: Calculus continued and finished.

Astronomy

PHILOSOPHY CLASS. (Two periods.)

Both terms: Young's General Astronomy.

History

FRESHMAN CLASS. (Three periods.)

Both terms: Guggenberger's History of the Christian Era, Vol. II.

SOPHOMORE CLASS. (Three periods.)

Both terms: Guggenberger's History of the Christian Era, Vol. III.

PHILOSOPHY CLASS. (One period.)

Both terms: Turner's History of Philosophy.

Chemistry

PHILOSOPHY CLASS. Analytical Chemistry. (Three periods.)

SOPHOMORE CLASS. (Five periods.)

Both terms: Alexander Smith's General Chemistry for Colleges.

Physics

FRESHMAN CLASS. (Five periods.)

Both terms: Carhart's College Physics.

PHILOSOPHY CLASS. (Four periods.)

Both terms: Millikan's Short University Course in Physics.

Philosophy

PHILOSOPHY CLASS,—first term. (Thirteen periods.)

Dialectics: Applied Logic; General Metaphysics; Cosmology; Psychology.

Second term: (Thirteen periods.)

Natural Theology and Ethics.

Text-books and References: Philosophy: Russo, Stonyhurst Series, Hill, Poland, Coppens; Ethics; Jouin, Russo, Hill, Coppens, Poland, Cathrein.

Evidences of Religion

FRESHMAN CLASS. (Two periods.)

The Church as a Means of Salvation; The Last Things; The Christian's Duties Toward God, etc., Wilmers, pp. 379 to 493, the part from p. 399 to p. 422 excl. being omitted.

SOPHOMORE CLASS. (Two periods.)

Grace; The Sacraments, etc., Wilmers, pp. 279 to 379.

PHILOSOPHY CLASS. (Two periods.)

The Creation of the World; the Various Grades of Creation, etc., Wilmers, pp. 200 to 279; Christianity a Revealed Religion, etc., pp. 1 to 77.

The basis of Morality; Law as the Objective Norm of Human Actions, etc., Wilmers, pp. 399 to 421; The Constitution of the Church, etc., Wilmers, pp. 77 to 200.

Public Speaking

One period a week in all classes except Philosophy Class.

Required Studies

In the first two years of the college course, all the studies mentioned in the schedule, page 18 *et seq.*, are prescribed, except Mathematics (Analytical Geometry and Calculus).

In the last year the prescribed studies are: English, Logic, Metaphysics, Psychology, Evidences of Christianity, Theodicy and Ethics.

These are to be taken from the following list, with the approval of the Dean of the College:

Mathematics (Analyt. Geometry).

Mathematics (Calculus).

Astronomy.

Political Economy.

History of Philosophy.

Greek (Philosophy Year only).

German, French.

Latin (Philosophy Year Only).

Pedagogy.

Geology.

Chemistry (analytical).

Chemistry (organic).

Physics.

Public Speaking.

Descriptive Geometry and Mechanical Drawing, etc., etc.

General Biology

1. Cytology. 2. Histology. 3 Anatomy and Physiology of the Animal. 4. Practical Microscopy. Use of microscope; Hardening; Staining; Mounting.

Periods—or Class Hours in College Department

	<i>Freshman</i>	<i>Sophomore</i>	<i>Philosophy First Term</i>	<i>Philosophy Second Term</i>
Latin	5	5	3	—
Greek	5	5	3	—
English	5	5	2	2
Mathematics	3	3	2	2
Elocution	1	1	—	—
Evidences of Religion	2($\frac{1}{2}$ -hr. per)	2($\frac{1}{2}$ -hr. per)	2($\frac{1}{2}$ -hr. per)	2($\frac{1}{2}$ -hr. per)
History	3	3	1	1
Philosophy	—	—	13	13
Science	5 Physics	5 Chemistry	2 An. Chem. 4 Biol. 2 Astron.	2 An. Chem. 4 Biol. 2 Geol.

Catalogue of Students

(College)

Philosophy Class

Balog, Stephen J.
 Brady, Joseph G.
 Daly, Walter E.
 Doran, Frank J.
 Dunigan, T. Xavier
 Gaffney, Thomas I.
 Gafney, George T.
 Gallagher, Alfred J.
 Gallagher, Farrell T.
 Gallagher, John F.

Gallagher, Owen L.
 Hogan, Thomas F.
 Hurley, Joseph P.
 Kmiecik, Peter
 Laughlin, James J.
 Murphy, Gerald J.
 Newton, William L.
 Novotny, Edward J.
 Schraff, Raymond J.
 Szabo, John E.

Sophomore Class

Bacher, Roman
 Becka, Francis L.
 Connell, Thomas F.
 Dennerle, George M.
 Harks, Anthony M.
 Hill, Charles F.
 Kegg, John W.

Kleber, August J.
 Latchford, J. Sherman
 Litzler, Louis A.
 Murphy, Albert J.
 Sazima, Joseph A.
 Smrcina, Edmund F.
 Zizka, John J.

Freshman Class

Bartelme, Henry A.
 Black, Victor E.
 Brickel, Arthur C. J.
 Brucker, Frank A.
 Bungart, Aloysius A.
 Burke, Patrick T.
 Burns, Chester A.
 Byrne, Charles
 Chambers, Thomas P.
 Coughlin, Lawrence W.
 Culliton, John P.
 Curran, Paul S.
 Deering, James S.
 Foerstner, Stephen J.
 Fuerst, Clement

Gallagher, Thorpe A.
 Gould, Harry
 Hayes, Edward P.
 Heidelberg, Joseph A.
 Kalina, Wenceslas J.
 Kikel, Edward A.
 Lynch, Joseph D.
 McBrien, Edward F.
 McGraw, Edward W.
 Murphy, William Jos.
 Novak, George P.
 Sommer, J. Andrew
 Sroub, Wenceslas E.
 Steiger, Raymond J.
 Walker, Seth S.

Warth, George L.

Academic (High School) Department

Officers and Faculty

REV. JOHN B. FURAY, S. J.
PRESIDENT.

REV. L. KELLINGER, S. J.,
PREFECT OF STUDIES AND DISCIPLINE.

REV. JOHN B. NEUSTICH, S. J.,
TREASURER.

REV. WILLIAM F. HENDRIX, S. J.,
FIRST ACADEMIC (FOURTH YEAR).

REV. CHARLES F. WOLKING, S. J.,
REV. MICHAEL H. GORMAN, S. J.,
SECOND ACADEMIC (THIRD YEAR).

REV. FRANCIS W. BENOIT, S. J.,
MR. THOMAS J. MOORE, S. J.,
THIRD ACADEMIC (SECOND YEAR).

REV. FRANCIS A. McKERNAN, S. J.,
MR. JOHN A. BERENS, S. J.,
FOURTH ACADEMIC (FIRST YEAR.)

REV. FRANCIS S. BETTEN, S. J.,
HISTORY.

REV. CLEMENT F. MARTIN, S. J.,
MR. CHARLES L. CROTTY, S. J.,
HISTORY AND SPECIAL LATIN.

REV. FREDERICK L. ODENBACH, S. J.,
ELEMENTARY SCIENCE.

REV. RICHARD D. SLEVIN, S. J.
MATHEMATICS.

MR. LEO J. VOLLMAYER, S. J.,
PHYSICS AND GERMAN.

Academy or High School

General Statement

The instruction given at St. Ignatius Academy, besides being a preparation for college, aims at imparting an education such as is usually given in the best High Schools and Academies. It comprises four classes, corresponding to the four years' classical course of approved High Schools.

As it is one of the main ends of education to develop in the youthful mind the habit of clear and accurate thinking, much attention is given, the first year or two, to the analysis and synthesis of sentences, and in general, to the study of grammatical rules and principles. This is all the more insisted upon because a thorough knowledge of Etymology and Syntax is the only sound basis for the more advanced work of reading and literary interpretation. For the same reasons, authors are studied with much care and minuteness, with a view to thoroughness rather than to extensive reading in the Latin and Greek authors. A little well thought out is more effective toward true education than a great deal that is ill-digested and imperfectly understood.

Much more stress is laid on the subject of Latin composition than is usual in High Schools, for the reason that the value of the study of Latin, as an educational instrument, rests in no small measure on the work of composition. The reading of Latin, as it is usually practiced, requires comparatively little mental effort; but translation from English into Latin forces thought and reflection. There is scarcely an intellectual process which the young student has to go through that requires more reflection and alertness of mind, a more concentrated attention and a clearer insight into the precise meaning of language than the task of "reproducing in an ancient tongue the thoughts and sentences of modern speech." If Latin deserves to be retained as an instrument of training, Latin composition deserves to be studied well.

In Mathematics and other studies, the programme here set down follows the usual division of subjects in approved High School courses. The course in English is particularly thorough and complete. Gradual and harmonious development on a systematic basis has ever been the aim in the selection and gradation of all these studies.

Requirements for Admission

1. All applicants for admission must give satisfactory evidence of good moral character.

2. Candidates for admission to the first year of Loyola Academy or High School must pass a satisfactory examination in the following subjects, unless they present a certificate of having successfully completed the eighth grade in either parochial or public schools :

ENGLISH. 1. Grammar.—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

2. Composition.—A short letter or narrative to test the candidate's ability to write grammatical English.

ARITHMETIC. Fractions, common and decimal; denominate numbers; measurements; percentage, including commissions, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

HISTORY. Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

GEOGRAPHY. Division of the world into continents; political division of the continents; form of government of each country, its chief cities, its great rivers and products, etc.

The High School Course

First Year

In this class the study of Latin is begun, the object of the class being to familiarize the student with Latin Etymology. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with the Latin forms. Habits of close observation, of persevering study and of logical method are inculcated. Thus the student becomes conscious of the progress made and acquires confidence in himself. A review of English grammar runs parallel with the study of Latin. This affords an opportunity for illustration and comparison and renders the special English work of the year intelligible and interesting. Efforts are made to develop imagination and the literary sense by the methodic study and imitation of selections from Irving. A booklet has been specially prepared for this purpose.

For the prescribed studies of this year see schedule of studies, page 31 *et seq.*

Second Year

During the second year the case constructions of Latin are studied by precepts and practice. Skill in parsing, readiness in the analysis and construction of sentences, are aimed at, together with facility of expression in translation and in the simpler forms of composition. In English, diligent comparison with Latin constructions leads to intelligent discussion of English Syntax, and of the more lengthy and complex English sentences, periodic and otherwise. Hence, particular attention is given to the study and acquisition of the rhetorical qualities of sentences—unity, coherence, etc. Greek is begun.

For the prescribed studies, see page 31 *et seq.*

Third Year

The object of this class is to pursue the work begun in the preceding years and to complete the study of grammar, at least in outline. Daily drill and frequent written exercises

in Latin and Greek familiarize the pupil with the forms, structure and idioms of these languages. In English, on the other hand, the aim is to cultivate a sense of discrimination in the choice of words, purity of phrase and idiom, vividness of expression, grasp of structure in the more lengthy themes of a narrative and descriptive character. For the prescribed studies of the year, see schedule of studies.

Fourth Year

The fourth year is devoted to a formal and systematic review of the entire field of grammar. Comparative grammar is made a special feature; the study of Latin and that of Greek go hand in hand; idiom is balanced against idiom; construction compared or contrasted with construction. It is only by thus repeating and dwelling on syntactical principles, by comparing and contrasting them, that the student will become familiar with the highly complex structure of the classic languages and begin to feel something of their real genius. In the matter of translation from Latin and Greek into the vernacular, what is called "literal translation," that is, the rendering of Latin into uncouth and awkward English, is not tolerated.

In English, the student is further trained in the various species of prose composition, narration, etc., dialogue and letter writing. Considerable attention is given this year to the theory and practice of verse writing, both as an accomplishment in itself and as an aid to the acquisition of an easy, graceful style in prose.

Schedule of Studies

All the studies are prescribed unless otherwise indicated.

The number of periods indicates the amount of time given to a study per week. A period, unless otherwise specified, stands for 50 minutes.

Christian Doctrine

Two one-half hour periods weekly.

FIRST YEAR. Faith—its object, necessity and qualities. The Apostles' Creed. Text-book: Daharbe's Large Catechism.

SECOND YEAR. The Commandments of God, Precepts of the Church, Sin and Virtue. Text-book, as in first year.

THIRD YEAR. Coppens' Systematic Study of the Catholic Religion, Treatise IV, from Grace to end of book.

FOURTH YEAR. Coppens' Systematic Study of the Catholic Religion, Treatise I, The Christian Revelation, to Treatise IV, p. 1 to p. 191.

Latin

FIRST YEAR. (Ten periods of 60 minutes each.)

Precepts,—first and second terms: Etymology; rules of concord of noun, adjective, relative and verb. Bennett's Foundations of Latin; English-Latin Exercises (Bennett).

Practice: Short exercises and daily oral drill. The exercises are arranged by the instructor.

Memory: Pupils are required to learn by heart about ten vocables a day. These vocables are used in the daily oral and written exercises.

SECOND YEAR. (Five periods of 60 minutes each.)

Precepts: First year matter reviewed, including exceptions; irregular, defective and impersonal verbs; adverbs and prepositions.

Chief rules for cases. Also the grammatical notes in Arnold to No. 177. Bennett's Grammar.

Author,—first term: Bennett's Foundations; Reading Lessons.

Second term: Cæsar, Bk. I or Bk. II.

Sight Reading, both terms: Parts of authors not seen thoroughly.

Practice: Arnold's Latin Prose Composition revised by Bradley.

Both terms: From the beginning of the book to No. 177; also supplementary exercises, No. 541.

Memory,—both terms: Important verbs with their principal parts as given in Bennett, No. 120, etc., eight or ten a day.

THIRD YEAR. (Five periods of 60 minutes each.)

Precepts,—first term: Review of the syntax of nouns; syntax of adjectives and pronouns.

Second term: Syntax of verbs.

Authors,—first term: Cæsar, de Bello Gallico.

Second term: Cæsar and some of Cicero's Letters. Or Cicero de Senectute.

Sight Reading: Parts of authors not read thoroughly.

Practice,—both terms: Bradley's Arnold.

FOURTH YEAR. (Five periods of 60 minutes each.)

Precepts,—first term: Review of syntax of nouns, adjectives, pronouns and verbs, to the moods; Bradley's Arnold; Bennett.

Second term: Review of the rest of syntax; word-order, sentence structure, style; Julian Calendar; Prosody, Alvarez.

Authors,—first term: Cicero, in Catilinam, I, III, Pro Archia; Ovid's Metamorphoses.

Second term: Virgil's Eclogues; Aeneid, Bks. I, II; Latin Hymns.

Sight Reading: Selections from Virgil's Eclogues and Georgics or Aeneid.

Practice,—both terms: Bradley's Arnold, from No. 382 to end of book. Review of the more difficult exercises. Translation of connected discourse.

Memory: A few lines from the author daily.

Greek

FIRST YEAR. Towards the end of the second term a few hours are devoted to the study of Greek, so as to familiarize the pupil with the alphabet and the pronunciation.

SECOND YEAR. (Five periods.)

Precepts,—both terms: Declension of nouns, regular and irregular; adjectives; the regular verb; mute and liquid verbs. Kægi-Kleist's Grammar.

Practice: Two themes a week; frequent written class exercises; a written review once a week.

Memory: Six to eight words daily.

THIRD YEAR. (Five periods.)

Precepts,—first term: Review of preceding year's matter; second tenses; verbs in *mi*; syntax; voices, tenses, moods in independent sentences.

Second term: Moods in dependent sentences to end of syntax; verbs from list in grammar, p. 186.

Author,—first term: White's First Greek Book or Xenophon, Anabasis.

Second term: Xenophon, Anabasis.

Practice,—both terms: A theme twice a week. Frequent written class exercises.

Memory: Word-list from the Grammar and the author.

FOURTH YEAR. (Five periods.)

Precepts,—first term: Syntax of cases; prepositions; tenses, moods, Nos. 131 to 176.

Second term: Moods, clauses, etc.; Nos. 176 to 208.

Author,—first term: Xenophon, Anabasis, Bks. III. and IV.

Second term: Homer, Iliad, B. I.

Sight Reading: Xenophon, Anabasis or Cyropædia.

Practice,—both terms: Two themes a week, built on the words and sentences of Xenophon, and illustrating the rules of syntax.

Memory: Select passages from the author.

English

FIRST YEAR. (Five periods.)

Precepts and Practice: Analysis and sentence-building, punctuation, etc.; occasional practice in letter writing.

Text-book: McNichols' Fundamental English and Ryan's Studies in Irving.

Texts for Study: Irving, The Sketch Book; Hawthorne,

Tanglewood Tales; Dickens, Christmas Carol; Goldsmith, Deserted Village; Longfellow, Evangeline; Whittier, Snow-bound; Scott, Lady of the Lake.

Memory: From the authors read in class.

SECOND YEAR. (Five periods.)

Precepts and Practice: The period; development and imitation of periods; the paragraph; constructive principles of the paragraph; analysis and imitation of paragraphs.

Text-books: Donnelly's Imitation and Analysis, and Ryan's Studies in Irving as a companion book for work in composition.

Text for Study: Hawthorne, The Great Stone Face, The Snow Image; Poe, The Gold Bug, The Purloined Letter; Wiseman, Fabiola; Macaulay, Lays of Ancient Rome; Longfellow, Tales of a Wayside Inn; Bryant, Selections; Arnold, Sohrab and Rustum.

Memory: From the authors read in class.

THIRD YEAR. (Five periods.)

Precepts and Practice: Thorndike, Elements of Rhetoric and Composition; Sentences, Words, Good use, or Brooks' English Composition, Bk. II.

Texts for Study: Lamb, Select Essays of Elia; De Quincey, Flight of a Tartar Tribe; Newman, Callista; Lafcadio Hearn, Chita; Tennyson, The Holy Grail, The Passing of Arthur; De Vere, Domville's Selections (Burns and Oates); Drake, Culprit Fay; Lowell, Vision of Sir Launfal.

Memory: From the authors read in class.

FOURTH YEAR. (Five periods.)

Precepts and Practice: The four species of prose composition; versification; essays.

Text-book: Thorndike's Elements of Rhetoric and Composition; or, Brooks's English Composition, Bk. II.

Texts for Study: Macaulay, Select Essays; Newman, Prose Selections; Addison, Selections from the Spectator; Burke, Conciliation with the Colonies; Wordsworth, Selection; Moore's Melodies; Shakespeare, Merchant of Venice or Macbeth.

Memory: From the authors read in class.

Mathematics

Text-books: Wentworth's Complete Algebra, Plane and Solid Geometry, Trigonometry and Surveying.

FIRST YEAR. (Five periods.)

First term: Algebra,—from the beginning to Common Factors and Multiples, cc. 1 to 7 excl.

Second term: Algebra,—Common Factors to Simultaneous Equations of the first degree, excl., cc. 7-11. Also Loci of Equations, c. 32.

SECOND YEAR. (Four periods.)

First term: Algebra,—Simultaneous Equations to Indeterminate Equations, cc. 11-16 excl.

Second term: Algebra,—Indeterminate Equations to Choice, etc., excl.

THIRD YEAR. (Four periods.)

First term: Geometry, Bks. I, II.

Second term: Geometry, Bks. III, IV, V.

FOURTH YEAR. (Four periods.)

First term: Geometry, Bks. VI, VII, VIII.

Second term: Plane Trigonometry, cc. 1 to 5 excl.

Instruction in the theory and use of logarithmic tables is given in connection with Plane Trigonometry.

Comparative Zoology

A Study of the Animal Types. Vertebrata, Arthropoda, Vermes, Echinodermata, Coelenterata, Protozoa.—Sketching.

Two periods per week for two terms.

Physics

FOURTH YEAR. (Four periods.) Millikan and Gale.

History

FIRST YEAR. (Two periods.)

Oriental and Grecian History.

SECOND YEAR. (Two periods.)

History of Rome.

THIRD YEAR. (Two periods.)

History of the United States.

Text-books: Montgomery's History of the United States, and Macy's Lessons in Civil Government.

FOURTH YEAR. (Two periods.)

Guggenberger's History of the Christian Era.

Elocution

One period a week throughout the four years' course.

Periods—or Class Hours in Academic (High School) Department

	<i>1 Year</i>	<i>2 Year</i>	<i>3 Year</i>	<i>4 Year</i>
Latin	10	5	5	5
Greek	—	5	5	5
English	5	5	5	5
Mathematics	5	5 (1 Eloc.)	5 (1 Eloc.)	5 (1 Eloc.)
History	2	2	2	2
Elocution	1	(1 per. of Math.)	(1 per. of Math.)	(1 per. of Math.)
Christian Doctrine	2($\frac{1}{2}$ -hr.)	2($\frac{1}{2}$ -hr.)	2($\frac{1}{2}$ -hr.)	2($\frac{1}{2}$ -hr.)
Physics	—	—	—	5
Zoology	—	—	2	—
Physical Geography ...	—	2	—	—
German	2	2	2	—

Catalogue of Students

Academy (High School) Fourth Year

Bobal, George
 Carlin, Francis
 Craft, Raymond E.
 Doran, Thomas J.
 Fowler, Walter J.
 Gaffney, J. Richard
 Gallagher, James
 Gallagher, Ralph A.
 Gilbride, Aloysius
 Glavich, Joseph B.
 Gray, Raymond J.
 Hanley, Ambrose A.
 Hannibal, John E.
 Holan, Chas. A.
 Hynes, Martin
 Johanek, Frank D.

Jones, Raymond
 Kaehni, Francis J.
 Keefe, William J.
 Kirby, Edmund A.
 Kirby, Francis E.
 Kleinhenz, Joseph M.
 Lane, Francis D.
 Madaras, Edward
 Perme, Louis J.
 Raynor, Charles A.
 Regner, Leo J.
 Sikorski, Robert
 Simmerly, Herbert A.
 Slowey, James F.
 Snyder, Julius J.
 Sommer, Louis J.

Third Year—Division A

Briggs, Robert
 Cozzens, James P.
 Cozzens, Thomas A.
 Feighan, Joseph A.
 Hanley, Jerome O.
 Kawolunas, Joseph J.
 McMonagle, Ralph J.
 Morris, Thomas G.
 Murray, Thomas
 Olinsky, John F.

Peter, John
 Riley, Emmett J.
 Roth, Herbert G.
 Shannon, Edward F.
 Smith, Howard W.
 Smith, Leo A.
 Stupjansky, John E.
 TePas, Paul
 Traverse, Joseph Harold
 Vevera, James

Walsh, William J.

Third Year — Division B

Carney, Edward T.
 Dacek, Raymond F.
 Gallagher, Daniel I.
 Haggerty, Patrick J.
 Hill, Albert A.
 Hodous, Edward J.
 Hreha, George J.
 Jacobec, Andrew C.
 Kiewel, Walter J.
 Kleinhenz, Francis G.
 Kocour, James L.
 Kocour, Rudolph
 L'Estrange, William T.

McDonnell, Edward A.
 Madden, Eugene F.
 Mahoney, Sylvester J.
 Mally, James W.
 Meehan, George N.
 Radcliffe, Leo F. S.
 Sands, Harry
 Schaefer, John I.
 Steur, Clement E.
 Surtz, Francis M.
 Uhler, Wenceslas A.
 Wagner, Cletus P.
 Westropp, Russell A.

Second Year — Division A

Andrews, John L.
Bojsko, Stephen
Bouille, Lawrence
Buck, John
Budjenski, Francis
Caldwell, Elmer T.
Carmody, William J.
Carroll, Louis G.
Clarke, Albert
Coffey, Jerome F.
Comis, Charles
Deighan, Charles N.
Dorsey, Walter A.
Faflik, Clarence
Farrell, Mortimer
Fitzgerald, William J.

Gallagher, Stewart
George, Edwin
Gorman, Ralph
Haney, Joseph
King, James F.
Kleinschnitz, Andrew J.
Koehler, Ralph C.
Lynch, Paul
McGibbon, Peter J.
Patton, Anthony J.
Riccardi, Joseph
Ronan, Martin
Smith, Leonard A.
Tischler, Michael J.
Walsh, Joseph F.
Zaworski, Dominic

Second Year — Division B

Bauer, Edmund J.
Benedick, John M. A.
Bourgeois, Roy G.
Corrigan, Edward J.
Dougherty, Elmer J.
Gaffney, Perry J.
Gara, Francis M.
Garvey, Leo T.
Gross, Frank J.
Hahn, Carl J.
Hausmann, Bernard A.
Heffernan, Vincent M.
Jacobson, Stephen W.
Jones, Arthur L.
Jordan, James J.
Kandrac, John M.
Kegg, Frank G.

Libens, William E.
McDevitt, Paul J.
McLaughlin, Cornelius J.
Montague, Charles E.
Mottle, Peter J.
Murphy, Edward F.
Novy, Clarence W.
O'Boyle, John J.
O'Shea, Edwin
Orenski, Edwin P.
Pollack, Charles A.
Seelinger, Herbert C.
Sigler, Leo J.
Smith, James J.
Smith, Robert J.
Stasny, Raymond J.
Weber, John A.

Wyszkiewicz, Andrew J.

First Year — Division A

Ahern, Walter
Andel, Joseph M.
Andrisek, Stephen R.
Aylward, Joseph L.
Byrne, Francis J.
Cooney, Martin T.
Deering, Mark R.
Fedor, Joseph T.
Gallagher, George V.
Giblin, William J.
Hart, James
Hess, Lucas W.

Hessoun, Gerard J.
Hildebrandt, Herman M.
Hildebrandt, Leo J.
Hitsch, Fred I.
Jelinek, George
Jirka, Gerard W.
Kordich, Elias A.
Kreji, Stanislas J.
McCarthy Robert E.
McGinness, Henry J.
Mahoney, Leo B.
Maruna, James

Mellert, Aloysius J.	Rosinsky, William L.
Mey, Ernest	Smigel, Frank J.
Mezera, Francis J.	Smith, James H.
Monaghan, Marcus A.	Tooman, Arthur
Nemec, Stanislas	Tumney, George F.
Novotny, George N.	Urda, John J.
Phipps, Myron B.	Valtr, Frank J.
Rezabek, John	Walsh, Thomas J.
Rieger, John V.	Walter, Joseph
Zimmer, Edward J.	

First Year — Division B

Andrews, Francis X.	Hiller, Edwin H.
Ball, William F.	Horan, Francis J.
Baumeister, Edmund J.	Kundmueller, Andrew T.
Blake, William J.	Kutz, Anthony B.
Brezina, William	Marquard, Cyril J.
Campbell, James E.	Mates, Arthur J.
Coffey, Bernard D.	Matousek, Raymond R.
Corcoran, Owen P.	Meyer, Valerian P.
Corrigan, James J.	Mezera, Lawrence S.
Craft, Robert S.	Moir, Paul A.
Delaney, Thomas C.	Mulchrone, John F.
Ditz, Augustine C.	Nagy, Joseph
Durica, George A.	O'Donnell, Cornelius
Gallagher, John F.	O'Brien, Philip J.
Gallagher, John F.	Radcliffe, Walter T.
Gerity, Leonard T.	Roshetko, Joseph A.
Graham, Henry E.	Skala, Louis J.
Habert, Walter J.	Turacek, Peter
Zika, Joseph	

SPECIAL CLASS

Brown, Thomas B.

Alumni and Students'

Organizations

The Alumni Association

The Alumni Association of St. Ignatius College was organized in the spring of 1903 and has for its object, "to keep up the friendship of college days, to promote Catholic education and to further the interests of the College." The Association holds an annual meeting about the time of the College Commencement, and other business and social meetings at the call of the Executive Committee.

Executive Committee

Rev. John B. Furay, S. J.....	President of the College
William J. Manning, M. D.....	President
C. J. Benkoski.....	First Vice-President
John A. Toomey.....	Second Vice-President
Rev. C. Hubert LeBlond.....	Treasurer
Richard Moriarty.....	Secretary
B. Louis Spitzig, M. D.....	Historian
Rev. Joseph N. Trainor.....	Chaplain

Sodalities of the Blessed Virgin

The object of the Sodality of the Blessed Virgin is to foster in the students an earnest religious spirit, and especially a tender devotion to the Mother of God.

Sodality of the Annunciation of the Blessed Virgin Mary

SENIOR STUDENTS.

Established February 2, 1891.

Rev. Richard D. Slevin, S. J., Director.

OFFICERS.

First Term.

Owen L. Gallagher.....	Prefect.....	Owen L. Gallagher
William L. Newton.....	Assistants.....	Aloysius A. Bungart
Charles F. Hill.....		John F. Gallagher
John F. Gallagher.....	Secretary.....	Alfred J. Gallagher
Alfred J. Gallagher...	.....Consultors.....	Farrell T. Gallagher
Thomas I. Gaffney....		Thomas F. Hogan
Thomas F. Connell....		Louis A. Litzler
Albert J. Murphy....		August J. Kleber
Aloysius A. Bungart..		Clement Fuerst
Lawrence W. Coughlin		Edward A. Kickel
Thomas J. Doran....		Charles A. Raynor
Edmund A. Kirby....		J. Richard Gaffney
William J. Murphy.....	Sacristan.....	John J. Zizka
Lawrence W. Coughlin.....	Organist.....	Lawrence W. Coughlin
Joseph P. Hurley.....	Treasurer.....	Joseph P. Hurley

Second Term.

Sodality of The Immaculate Conception

JUNIOR STUDENTS.

Established February 26, 1909.

Rev. William F. Hendrix, S. J., Director.

OFFICERS.

First Term.

Second Term.

Edward Hodous.....	Prefect.....	Edward Hodous
Ralph McMonagle.....	Assistants.....	Robert Briggs
Raymond Gray.....		Ralph McMonagle
Roy Bourgeois.....	Secretary.....	Edward McDonnell
Ralph Gallagher.....	}Consultors....	.....Edward Carney
Edward Madaras.....		.....Daniel Gallagher
Julius Snyder.....		.....Patrick Haggerty
Robert Briggs.....		.....Andrew Jacubec
James Cozzens.....		.....Eugene Madden
Patrick Haggerty.....		.....Harry Sands
Andrew Jacubec.....		.....Sylvester Mahoney
Joseph Kawolunas.....		.....Jerry Cowan
Edward McDonnell.....	}	.....Walter Dorsey
Harry Sands.....		.....Charles Pollack
Francis Lane.....	Sacristans.....	Francis Kleinhenz
Francis Kleinhenz.....		Stephen Bojsko
Clarence Novy.....	Organist.....	Clarence Novy

The Apostleship of Prayer in League with the Sacred Heart

The Apostleship of Prayer in League with the Sacred Heart is a world-wide organization, of which there exists in the College a distinct and duly-erected Local Center, with membership open to all the students. The object of the association is to foster a manly and practical devotion to the Sacred Heart of our Lord and Its interests in the world, and to put in practice the law of universal charity by mutual prayer for the intentions of all Associates.

REV. WILLIAM F. HENDRIX, S. J., Director.

The Senior Debating Society

The Society affords opportunity for acquiring skill in the art of speaking, gives much useful information to its members and develops in them a taste for literary studies. The usual exercises at the weekly meetings are the reading of original essays and the discussion of subjects of debate approved by the Moderator.

MR. WILLIAM J. YOUNG, S. J., Moderator.

OFFICERS.

First Term.

Second Term.

Joseph P. Hurley.....	President.....	Joseph P. Hurley
Albert J. Murphy.....	Vice-President.....	Albert J. Murphy
Clement Fuerst.....	Secretary.....	Owen L. Gallagher
Walter E. Daly.....	Treasurer.....	John W. Kegg

The Junior Debating Society

The object of this Society is to foster a taste for literature and to enable its members to acquire ease and facility in composition and in argumentative speaking. Debates, original essays and poems form the programme for the meetings, which are held every two weeks. The matter taken up in these meetings is a preparation for the more advanced work done in the Senior Debating Society.

Moderator.....	Rev. William F. Hendrix, S. J.
President.....	Edward F. Madaras
Vice-President.....	Joseph M. Kleinhenz
Secretary.....	Charles A. Raynor

The Students' Library

The object of the Library is to foster a taste for good and useful reading.

The Circulation Department, accessible to all students, comprises over four thousand volumes of choice literature, carefully selected with a view to the needs of the college students. Books are issued on all school days.

In the Reading Rooms, the leading Catholic journals and magazines, together with valuable works of reference, are placed at the service of the students, thus affording them ample opportunity of becoming acquainted with the current news, and of forming sound opinions upon important questions of the day. The Reading Rooms are open daily from 12 to 12:45 P. M.

MR. JOHN A. BERENS, S. J., Director.

OFFICERS.

President.....Thomas F. Connell

Vice-President.....Thomas I. Gaffney

First Term.

George M. Dennerle....
Patrick T. Burke.....
Raymond J. Gray.....
Howard W. Smith.....
Francis J. Kaehni.....
Roy G. Bourgeois.....

....Librarians....

Second Term.

(.....Joseph G. Brady
.....Raymond J. Steiger
.....Edward Madaras
.....William J. Walsh
.....Julius J. Snyder
.....Edwin O'Shea

The Athletic Association

By means of this Association, encouragement is given its members to acquire the physical development and relaxation necessary for consistent work in the class room. Those only are permitted to play on a representative team who have attained proficiency in their various branches.

MR. THOMAS J. MOORE, S. J., Moderator.

OFFICERS.

President.....Walter E. Daly
SecretaryClement Fuerst
Treasurer.....Farrell T. Gallagher
Basketball Manager.....Joseph P. Hurley
Baseball Manager.....Farrell T. Gallagher

Thanksgiving Day Celebration

PROGRAMME.

Song—"Columbia, the Gem of the Ocean".....	Marcus A. Monaghan
Address.....	Joseph P. Hurley, '15
Musical selections by	
John I. Schaefer, Violin.	
Albert Clarke, Cornet.	
Clarence W. Novy, Piano.	

Washington's Birthday Celebration

PROGRAMME.

Piano—"National Airs".....	Clarence W. Novy
Declamation—"Hail Columbia".....	James J. Corrigan
Address—Washington.....	Owen L. Gallagher, '15
Chorus—"America".....	College Students

First Public Disputation

December 23, 1914

Class of Philosophy

PROGRAMME.

Essay—"Causes of Error".....	Joseph P. Hurley
Discussion—"The Sources of Certitude"	
Frank J. Doran, Def.	Gerald Murphy, Obj.
Essay—"The Eternal Law".....	James J. Laughlin
Discussion—General Ethics	
John F. Gallagher, Def.	William L. Newton, Obj.

THE SOURCES OF CERTITUDE.

1. The reliability of Consciousness cannot be denied or questioned without admitting Universal Scepticism.
2. The perceptions of our Senses produce formal certitude about the existence of bodies.
3. When the proper conditions are fulfilled, our senses render us formally certain about the qualities of bodies.
4. Although the objective validity of Ideas cannot and need not be proved, it can be shown that the position of the Agnostics implies Universal Scepticism.
5. Nominalism and Conceptualism must be rejected.

6. The explanation by which Ultra-Realism attempts to save the objective validity of universal ideas cannot be accepted.

7. The explanation offered by the Moderate Realists is correct, viz.: That which the direct universal idea represents, exists formally in the ontological order, the manner, however, in which it represents its object, only fundamentally. The reflex universal idea is objectively real because, although its object does not exist formally in the ontological order, it nevertheless is based on reality. Hence the direct universal is a metaphysical being, the reflex universal an entity of reason based on reality.

8. The intellect is "per se" infallible in Immediate Analytic Judgments.

9. Deductive Reasoning is a source of new and certain cognition.

10. Incomplete Induction, when properly carried out, is a means of acquiring certain knowledge about the laws of nature.

GENERAL ETHICS.

1. God created this world, man included, for His external objective and formal glory.

2. The relatively last and intrinsic end of man is beatitude.

3. Certain actions are morally good, others morally bad by their own nature.

4. There exists an Eternal Law.

5. There exists a Natural Law.

6. This natural law is universal and unchangeable.

7. Every human law derives its force from the natural law.

8. A doubtful law cannot create an obligation.

9. Man is obliged to obey the certain dictate of his Conscience, even when it is invincibly erroneous.

10. Man is obliged to form a practically certain dictate about the liceity of his action before he begins to act.

Second Public Disputation

May 7, 1915

Class of Philosophy

PROGRAMME.

Essay—"The Intelligent First Cause".....Thomas I. Gafney

Discussion—

The Existence and Attributes of God.

James J. Laughlin, Def.

Owen L. Gallagher, Obj.

Essay—"The Extent of the Civil Power".....Raymond J. Schraff

Discussion—The Family and the State.

Farrell T. Gallagher, Def.

Xavier Dunigan, Obj.

THE EXISTENCE AND ATTRIBUTES OF GOD.

1. The self-existent being is absolutely necessary and the absolutely necessary being is self-existent.
2. The self-existent being is absolutely unchangeable.
3. In the self-existent being essence and existence are identical.
4. The self-existent being is infinite.
5. The existence of God as the first or self-existent cause is proved by the existence of the world as a produced being.
6. The existence of God as the absolutely necessary being is proved by the existence of the world as a contingent being.
7. The existence of God as the intelligent ruler is proved by the order which reigns in the world.
8. The existence of God as the source of morality and the judge of mankind is proved by the existence of the moral law.
9. There exists but one God.
10. God possesses the attribute of physical and metaphysical simplicity.

THE FAMILY AND THE STATE.

1. God is the direct author of the conjugal society.
2. Conjugal society is obligatory on human society, not on every one of its members.
3. Unity is "per se" an essential attribute of this society.
4. Absolute intrinsic and relative extrinsic indissolubility are essential for matrimony.
5. The essential rights of the domestic society are independent of civil authority.
6. Parents possess in virtue of the natural law a primary and exclusive right concerning the education of their children.
7. Civil Society in its specific essence is a natural society.
8. Civil authority or the juridical bond existing between the governing and the governed cannot originate from any kind of social contract.
9. The natural end of every state is the common welfare, however, with these two restrictions: 1) The end of the state and all public activity must be subordinated to the last personal end of man; 2) Public activity is permissible only when, and in as far as, the efforts of private citizens and of private societies prove inadequate.
10. State-Monopoly of Schools is contrary to the natural law.

Annual Prize Debate

Thursday, February 25, 1915

PROGRAMME.

Piano—Second Hungarian Rhapsody (Liszt)...Thomas B. Brown
Introductory Remarks.....Albert J. Murphy, Chairman

Debate

"Resolved, That Further Measures on a Larger Scale be Taken to Increase the Efficiency of the Army and Navy."

First Affirmative.....	John W. Kegg
First Negative.....	John F. Gallagher
Second Affirmative.....	Gerald J. Murphy
Second Negative.....	James J. Laughlin

Rebuttals

Piano—Gems from the Opera (Tobani).....Thomas B. Brown

Decision

The decision was based not on the merits of the question, but on the arguments advanced by debaters.

JUDGES OF DEBATE

Rev. George L. Koob Mr. Joy S. Hurd Mr. Richard J. Moriarty
Donor of Medal.....Mr. Louis I. Litzler

Public Lecture

College Auditorium, March 16, 1915

PROGRAMME.

Piano Solo.....Gems from the Operas
(Arranged by Mr. Thomas B. Brown)
Mr. Thomas B. Brown

Vocal Solo.....Erin Asthore
Miss Margaret Barrett
Accompanist, Miss May Fergus

Violin Solo..... Selections
Mr. William P. O'Brien
Accompanist, Mr. Robert Lavin

Piano Solo.....Irish Medley
Mr. Thomas B. Brown

Lecture.....The Soldier Race
Rev. Edward P. Sullivan, S. J.

Contest in Elocution

PROGRAMME.

Piano Selection Clarence Novy

THE HIGH SCHOOL.

SECTION I—(FIRST YEAR).

Little Joe Walter Ahern
 How He Saved St. Michael's..... Raymond R. Matousek
 Up and Down Old Brandywine..... Bernard D. Coffey
 The Tide of Victory..... James J. Corrigan
 Vocal Solo..... George V. Gallagher

SECTION II—(SECOND YEAR).

Gualberto's Victory..... Edwin P. O'Shea
 Spartacus to the Gladiators..... Roy G. Bourgeois
 The Leper Cornelius McLaughlin
 Brutus on the Death of Caesar..... Joseph Riccardi
 Violin Selection..... John G. Schaefer

SECTION III—(THIRD AND FOURTH YEARS).

Eugene Aram's Dream..... Francis G. Kleinhenz
 The Royal Archer..... Ralph J. McMonagle
 The Unknown Speaker..... Raymond F. Dacek
 The Mad Actor..... James P. Cozzens
 The Rival Braves..... Daniel I. Gallagher
 Piano Selection..... Thomas B. Brown

THE COLLEGE.

Freshman and Sophomore.

Merchant of Venice—Selection..... Francis L. Becka
 Mark Anthony and Caesar Fallen..... Arthur C. J. Brickel
 Jugurtha's Prison Thoughts..... John W. Kegg

DECISION OF JUDGES.

JUDGES.

Mr. Albert H. Te Pas Dr. J. H. Dempsey Mr. Maurice M. Murphy

Twenty-Ninth Annual Commencement

of

St. Ignatius College

June 21, 1915

The Degree of Bachelor of Arts was conferred upon

Joseph G. Brady
Walter E. Daly
T. Xavier Dunigan
Thomas I. Gaffney
George T. Gafney
Alfred J. Gallagher
Farrell T. Gallagher
John F. Gallagher
Owen L. Gallagher

Thomas F. Hogan
Joseph P. Hurley
Peter Kmiecik
James J. Laughlin
Gerald J. Murphy
William L. Newton
Edward J. Novotny
Raymond J. Schraff
John E. Szabo

The Highest Honors of the Graduating Class were won by
JAMES J. LAUGHLIN.

Donor of Medal: Very Rev. John P. Michaelis, D. D.

College Prizes

Annual Intercollegiate English Contest

March 24, 1915

The students of the Philosophy, Sophomore and Freshman Classes of the ten Jesuit Colleges of the Missouri Province (page 7) took part in this contest.

Subject: "The Sodality of the Blessed Virgin as a Means of Promoting Personal Piety and Catholic Social Action."

Fourth Place: Thomas F. Connell, '16, St. Ignatius College, Cleveland.

Fifth Place: James J. Laughlin, '15, St. Ignatius College, Cleveland.

Annual Intercollegiate Latin Contest

April 12, 1914

The students of the Sophomore and Freshman Classes of the ten Jesuit Colleges of the Missouri Province (page 7) took part in this contest.

Subject: Part I, "Battle of Trasimene."—Dennis.
Part II, Extract from Cicero's IV. Phil.

The Prize, a Gold Medal, is presented by Very Rev. A. J. Burrowes, S. J., Provincial of the Missouri Province.

Second Place: Thomas P. Chambers, '17, St. Ignatius College, Cleveland.

Fifth Place: Lawrence W. Coughlin, '17, St. Ignatius College, Cleveland.

Eighth Place: Edmund F. Smrcina, '16, St. Ignatius College, Cleveland.

Public Debate

The Gold Medal was merited by
JAMES J. LAUGHLIN, '15.

Donor of Medal:
MR. LOUIS I. LITZLER.

Elocution

The Gold Medal was merited by
JOHN W. KEGG, '16.

Donor of Medal:
REV. FRANCIS T. MORAN, D.D.

Awards

Honors and class standings are determined by the daily recitations and the quarterly competitions of the year. The standard for First Honors is 90 per cent, and for Second Honors, 85 per cent.

Sophomore Class

The Gold Medal

For the Highest Average in the Collective Branches of the Class
was merited by

CHARLES F. HILL, 96

Donor of Medal: Rev. Joseph F. Smith

First Honors

Edmund F. Smrcina, 94	Louis A. Litzler, 93
George M. Dennerle, 91	

Second Honors

Roman Bacher, 88	Albert J. Murphy, 87
Francis L. Becka, 88	August J. Kleber, 86
Thomas F. Connell, 88	J. Sherman Latchford, 86

Freshman Class

The Gold Medal

For the Highest Average in the Collective Branches of the Class
was merited by

CHESTER A. BURNS, 96.17

Donor of Medal: Miss Jane A. Spitzig

First Honors

Clement Fuerst, 96.01	Raymond J. Steiger, 91
Thomas P. Chambers, 95.58	Paul S. Curran, 91
Arthur C. J. Brickel, 92	Frank A. Brucker, 91
Seth S. Walker, 92	James S. Deering, 91
Wenceslaus E. Sroub, 92	Stephen J. Foerstner, 90

Second Honors

Edward W. McGraw, 86	Andrew J. Sommer, 86
John F. Madigan, 85	

Academic (High School) Prizes

Contests in Elocution

The Gold Medal in the First Section, Fourth and Third Years,
was won by

JAMES P. COZZENS

Donors of Medal: Misses Emma and Kathryn Smith.

The Gold Medal in the Second Section, Second Year,
was won by

ROY C. BOURGEOIS

Donor of Medal: Theodore A. Weed, M. D.

The Gold Medal in the Third Section, First Year,
was won by

WALTER J. AHERN

Donor of Medal: Rev. Francis J. Hroch.

Fourth Year

The Gold Medal for the highest average in the collective branches of the class was merited by

THOMAS J. DORAN, 97.49

Donor of Medal: Rev. Nicholas Pfeil

FIRST HONORS:

Raymond E. Craft, 97.45
Raymond J. Gray, 96.2
Charles A. Holan, 95.3
Louis J. Perme, 94.2
Edmund A. Kirby, 91.5

Edward F. Madaras, 91.1
Ralph A. Gallagher, 91
Francis J. Kaehni, 90.7
J. Richard Gaffney, 90.6
Robert Sikorski, 90.3

SECOND HONORS:

James T. Slowey, 88
Walter J. Fowler, 86

James Gallagher, 86
George R. Bobal, 85

John E. Hannibal, 85

Class Standing.

CHRISTIAN DOCTRINE.

First: Raymond J. Gray

Next in Merit: Raymond E. Craft
Charles A. Holan
Thomas J. Doran

LATIN.

First: Thomas J. Doran

Next in Merit: Charles A. Holan
Raymond E. Craft
Edward F. Madaras

GREEK.

First: Raymond E. Craft

Next in Merit: Charles A. Holan
Thomas J. Doran
Robert Sikorski

ENGLISH PRECEPTS.

First: Thomas J. Doran

Next in Merit: Raymond E. Craft
Raymond J. Gray
Charles A. Holan

ENGLISH COMPOSITION.

First: Thomas J. Doran

Next in Merit: Edmund A. Kirby
Raymond E. Craft
Louis J. Perme

HISTORY.

First: Raymond E. Craft

Next in Merit: Thomas J. Doran
Raymond J. Gray
Robert Sikorski

PHYSICS.

First: Raymond E. Craft

Next in Merit: Thomas J. Doran
Raymond J. Gray
Francis J. Kaehni

Third Year—Division A

The Gold Medal for the highest average in the collective branches
of the class was merited by

J. HAROLD TRAVERSE, 97.3

Donor of Medal: Rev. Nicholas Pfeil

FIRST HONORS :

Howard W. Smith, 95.5	James P. Cozzens, 92
Ralph J. McMonagle, 94	Joseph A. Feighan, 91
Joseph J. Kawolunas, 92	John Peter, 90
Herbert G. Roth, 90	

SECOND HONORS :

Jerome O. Hanley, 89	James A. Vevera, 87
Leo A. Smith, 88	Thomas A. Cozzens, 86
Thomas G. Morris, 86	

Class Standing.

CHRISTIAN DOCTRINE.

First: Howard W. Smith	First: John Peter
Next in Merit: J. Harold Traverse	Next in Merit: J. Harold Traverse
Ralph J. McMonagle	Joseph A. Feighan
Joseph J. Kawolunas	Howard W. Smith

LATIN.

GREEK.

First: J. Harold Traverse
Next in Merit: John Peter
Joseph J. Kawolunas
Joseph A. Feighan

ENGLISH PRECEPTS.

First: J. Harold Traverse
Next in Merit: Ralph J. McMonagle
Leo A. Smith
Thomas A. Cozzens

ENGLISH COMPOSITION.

First and Equal: J. Harold Traverse
verse
Howard J. Smith
Next in Merit: Paul A. Te Pas
Ralph J. McMonagle

HISTORY.

First: Ralph J. McMonagle
Next in Merit: Howard W. Smith
J. Harold Traverse
William J. Walsh

MATHEMATICS.

First: James P. Cozzens	First: James P. Cozzens
Next in Merit: J. Harold Traverse	Next in Merit: Howard W. Smith
Ralph J. McMonagle	Thomas A. Cozzens
Joseph J. Kawolunas	Jerome O. Hanley

ZOOLOGY.

Third Year—Division B

The Gold Medal for the highest average in the collective branches
of the class was merited by

EDWARD J. HODOUS, 97

Donor of Medal: Rev. Anthony Hynek

FIRST HONORS:

James L. Kocour, 96
Edward A. McDonnell, 93

Francis M. Surtz, 93
Daniel I. Gallagher, 91

SECOND HONORS:

Patrick J. Haggerty, 89

Wenceslaus A. Uhler, 86
Eugene F. Madden, 86

Class Standing.

CHRISTIAN DOCTRINE.

First: Edward J. Hodous
Next in Merit: James L. Kocour
Patrick J. Haggerty
Edward A. McDonnell

LATIN.

First: Edward A. McDonnell
Next in Merit: Edward J. Hodous
James L. Kocour
Francis M. Surtz

GREEK.

First: James L. Kocour
Next in Merit: Edward J. Hodous
Edward A. McDonnell
Francis M. Surtz

ENGLISH PRECEPTS.

First: Edward J. Hodous
Next in Merit: Daniel I. Gallagher
Edward A. McDonnell
James L. Kocour

ENGLISH COMPOSITION.

First: Edward A. McDonnell
Next in Merit: Edward J. Hodous
Daniel I. Gallagher
Francis M. Surtz

HISTORY.

First: Edward J. Hodous
Next in Merit: Francis M. Surtz
Wenceslaus A. Uhler
Edward A. McDonnell

MATHEMATICS.

First: Edward J. Hodous
Next in Merit: James L. Kocour
Francis M. Surtz
Daniel I. Gallagher

ZOOLOGY.

First: Edward J. Hodous
Next in Merit: James L. Kocour
Edward A. McDonnell
Patrick J. Haggerty

Second Year—Division A

The Gold Medal for the highest average in the collective branches of the class was merited by

WALTER A. DORSEY, 97.5

Donor of Medal: A Friend

FIRST HONORS:

Joseph F. Walsh, 97
Anthony J. Patton, 94

Joseph Riccardi, 94
William J. Fitzgerald, 93

SECOND HONORS:

Ralph C. Koehler, 89
Peter McGibbon, 89
Leonard H. Smith, 89

Jerome F. Coffey, 86
Andrew J. Kleinschnitz, 86
Clarence Faflik, 85

Class Standing.

CHRISTIAN DOCTRINE.

First: Walter A. Dorsey
Next in Merit: Joseph Riccardi
Stephen Bojsko
William J. Fitzgerald

LATIN.

First: Walter A. Dorsey
Next in Merit: Joseph F. Walsh
Anthony J. Patton
William J. Fitzgerald

GREEK.

First: Walter A. Dorsey
Next in Merit: Joseph F. Walsh
Anthony J. Patton
Joseph Riccardi

ENGLISH PRECEPTS.

First: Joseph F. Walsh
Next in Merit: Walter A. Dorsey
William J. Fitzgerald
Joseph Riccardi

ENGLISH COMPOSITION.

First and Equal: Stewart Gallagher
Joseph F. Walsh
Next in Merit: Walter A. Dorsey
Ralph Gorman

HISTORY.

First: Walter A. Dorsey
Next in Merit: Joseph Riccardi
Joseph F. Walsh
Leonard A. Smith

MATHEMATICS.

First: Joseph F. Walsh
Next in Merit: Walter A. Dorsey
Anthony J. Patton
Joseph Riccardi

PHYSICAL GEOGRAPHY.

First: Walter A. Dorsey
Next in Merit: Stephen J. Bojsko
Joseph F. Walsh
Clarence Faflik

Second Year—Division B

The Gold Medal for the highest average in the collective branches of the class was merited by

FRANCIS J. GROSS, 96.3

FIRST HONORS :

Vincent M. Heffernan, 95.6*	Roy G. Bourgeois, 93
Cornelius McLaughlin, 95.3*	Bernard A. Hausmann, 93
Frank M. Gara, 95.2	Stephen W. Jacobson, 92
Leo J. Sigler, 94	William E. Libens, 90
Charles A. Pollack, 93	John M. Kandrac, 90

SECOND HONORS :

James J. Jordan, 87	Robert J. Smith, 86
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Class Standing.

CHRISTIAN DOCTRINE.

First and Equal: Frank J. Gross
John M. Kandrac
Next in Merit: Vincent M. Heffernan
Cornelius McLaughlin

LATIN.

First: Frank J. Gross
Next in Merit: Frank M. Gara
Leo J. Sigler
Stephen W. Jacobson

GREEK.

First: Frank J. Gross
Next in Merit: Charles A. Pollack
Frank M. Gara
John M. Kandrac

ENGLISH PRECEPTS.

First: Vincent M. Heffernan
Next in Merit: Cornelius McLaughlin
Leo J. Sigler
Bernard A. Hausmann

ENGLISH COMPOSITION.

First: Vincent M. Heffernan
Next in Merit: Cornelius McLaughlin
Leo J. Sigler
William E. Libens

HISTORY.

First and Equal: Roy G. Bourgeois
Charles A. Pollack
Next in Merit: Frank J. Gross
Cornelius McLaughlin

ALGEBRA.

First: Frank J. Gross
Next in Merit: Bernard A. Hausmann
Leo J. Sigler
Edwin P. O'Shea

PHYSICAL GEOGRAPHY.

First: Bernard A. Hausmann
Next in Merit: Roy G. Bourgeois
Vincent M. Heffernan
Stephen W. Jacobson

* Special Latin Class.

First Year—Division A

The Gold Medal for the highest average in the collective branches
of the class was merited by

ARTHUR TOOMAN, 97

FIRST HONORS :

Henry J. McGinness, 96
Aloysius J. Mellert, 95
Frank J. Mezera, 94
Stanislaus Nemec, 94
John V. Rieger, 93

Leo B. Mahoney, 92
James Maruna, 92
Robert E. McCarthy, 91
Stanislaus J. Krejci, 90
James H. Smith, 90

SECOND HONORS :

George N. Novatny, 89
Ernest Mey, 88
John J. Urda, 88
Edward J. Zimmer, 87

Fred I. Hitch, 86
Myron B. Phipps, 86
Frank J. Valtr, 86
Lucas W. Hess, 85

Class Standing.

CHRISTIAN DOCTRINE.

First: Stanislaus Nemec
Next in Merit: Stanislaus Krejci
Frank J. Mezera
James Maruna

LATIN.

First: Frank J. Mezera
Next in Merit: Stanislaus Nemec
Arthur Tooman
Aloysius J. Mellert

ENGLISH PRECEPTS.

First: Aloysius J. Mellert
Next in Merit: Arthur Tooman
Robert E. McCarthy
Henry J. McGinness

ENGLISH COMPOSITION.

First: Aloysius J. Mellert
Next in Merit: James H. Smith
Henry J. McGinness
Arthur Tooman

HISTORY.

First: Arthur Tooman
Next in Merit: Henry J. McGinness
John V. Rieger
Frank J. Mezera

MATHEMATICS.

First: Frank J. Mezera
Next in Merit: Henry J. McGinness
Stanislaus Nemec
Arthur Tooman

First Year—Division B

The Gold Medal for the highest average in the collective branches
of the class was merited by

RAYMOND J. MATOUSEK, 97

Donor of Medal: A Friend

FIRST HONORS:

Edwin H. Hiller, 96	Joseph J. Zika, 94
Edmund J. Baumeister, 95	Francis X. Andrews, 92
James J. Corrigan, 95	Peter Turacek, 92
Lawrence S. Mezera, 95	John F. Gallagher, 91
John F. Mulchrone, 94	Philip J. O'Brien, 91

SECOND HONORS:

Cornelius O. O'Donnell, 88	Robert S. Craft, 86
Louis J. Skala, 88	George A. Durica, 86
Leonard T. Gerity, 88	Andrew T. Kundmueller, 85

Class Standing.

CHRISTIAN DOCTRINE.

First: Raymond R. Matousek
Next in Merit: Edmund J. Baumeister
John F. Mulchrone
Edwin H. Hiller

LATIN.

First: Raymond R. Matousek
Next in Merit: Edwin H. Hiller
Edmund J. Baumeister
Lawrence S. Mezera
Joseph J. Zika

ENGLISH PRECEPTS.

First: Raymond R. Matousek
Next in Merit: James J. Corrigan
Edmund J. Baumeister
Edwin H. Hiller

ENGLISH COMPOSITION.

First: James J. Corrigan
Raymond R. Matousek
Lawrence S. Mezera
Next in Merit: Joseph A. Roshetko

HISTORY.

First: John F. Mulchrone
Lawrence S. Mezera
Next in Merit: James J. Corrigan
Francis X. Andrews

MATHEMATICS.

First: Raymond R. Matousek
Next in Merit: Joseph J. Zika
Edwin H. Hiller
Edmund J. Baumeister

Twenty-Ninth Annual Commencement

B. of L. E. Hall

Monday, June 21, 1915, at 8:15 p.m.

PROGRAMME.

Organ—Theme (varied) in E.....	Faulkes
Pius X—Memorial Address.....	James J. Laughlin
The Dawn of a New Era.....	Joseph P. Hurley
Organ—In the Forest.....	Durand
New Duties.....	John F. Gallagher

Valedictory

Organ—Festal March in C.....	Calkin
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Conferring of Degrees

Award of Prizes

Address to the Graduates

Rev. William S. Kress, Cleveland

ORGAN SELECTIONS

Prof. R. M. Schneider

Distribution of High School Prizes, June 21, 10 A. M.
College Auditorium

General Summary

College	66
High School.....	234
Loyola High School.....	165
	<hr/>
Total.....	465

Announcements

FOR 1915.

Matriculation—Owing to the rush of new students immediately before the Fall Opening, parents are requested to enter their sons as soon as possible after August 15. Office hours from 9 to 12 a. m.

Examination for Free Scholarships, open to all the parochial schools of Cleveland and vicinity, on Saturday, June 19, at 9 a. m.

Examinations of Conditioned Students, 9 o'clock a. m.: Tuesday, August 24, Latin, Physics and Chemistry; Wednesday, August 25, Mathematics, History, English; Thursday, August 26, Greek, etc.

Entrance Examinations will be held on Saturday, August 28, at 9 a. m.

Fall Opening—Tuesday, September 7, 1915.

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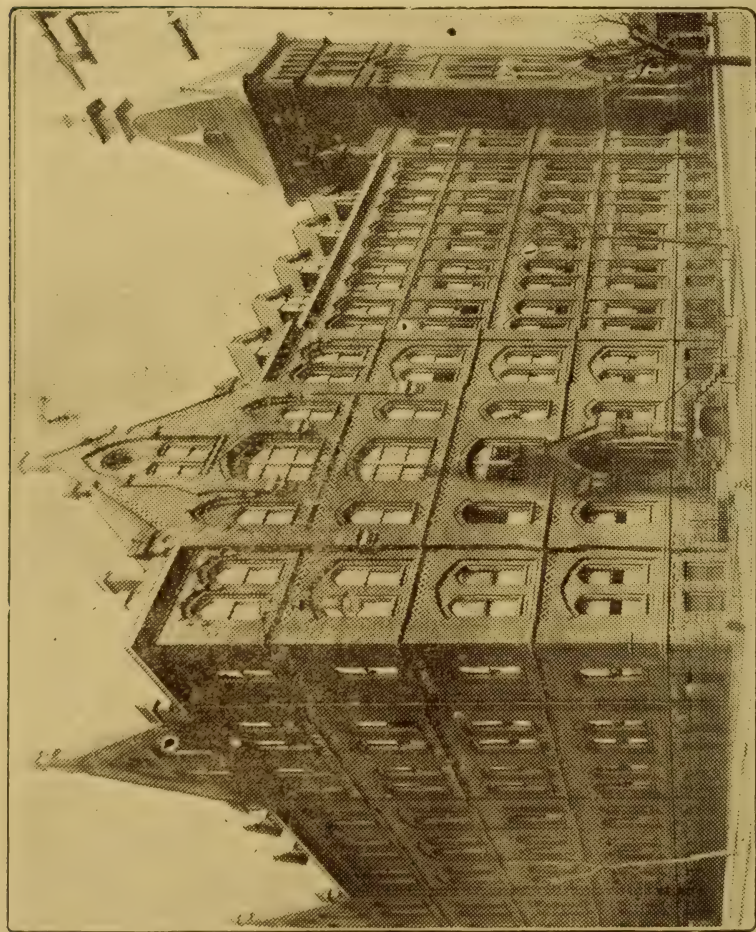
St. Ignatius College

Cleveland, Ohio

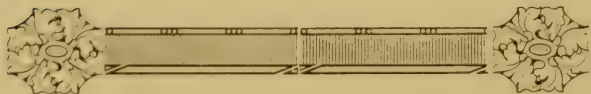


1915-1916

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ST. IGNATIUS COLLEGE, CLEVELAND



A. M. D. G.



Catalogue
of
St. Ignatius College
Cleveland, Ohio



1915 = 1916

Board of Trustees

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General Information

St. Ignatius College, conducted by the Fathers of the Society of Jesus, was opened for the reception of day-scholars on the 6th of September, 1886. It was incorporated by the Secretary of State, December 29, 1890, with the power to confer such academic degrees and honors as are conferred by colleges and universities of the United States.

The legal title of the college for the purpose of bequests and donations is

ST. IGNATIUS COLLEGE OF CLEVELAND, OHIO.

Loyola High School, situated on the corner of Cedar Avenue and East 106th Street, was established as a branch of St. Ignatius College in September, 1907. The course of studies is the same as that followed in the High School (Academic) Department of St. Ignatius College.

Moral Training

In its moral training the College aims at building the conscience of its students for the right fulfilment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for this fulfilment; and, as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. The Catholic students are required to attend the classes in Christian Doctrine, to be present at the Chapel exercises, to make an annual retreat and to approach the Sacraments at least once a month.

Discipline

Though the government of the Institution is mild rather than severe, yet, for the maintaining of order and discipline, without which there can be no training nor development of character, the students are required to be obedient, earnest in study, punctual, and refined of manner; any serious neglect in these essential points rendering the offender liable to effective correction and even to dismissal.

For faults committed outside the premises, the officers of the College do not consider themselves responsible, as students cease then to be under their jurisdiction; still, in justice to the reputation of the College, the authorities will hold students strictly accountable for offenses of this nature.

Sessions

The Academic year consists of one session, beginning on the first Monday of September and ending on or about June 21, when the Annual Commencement, the Conferring of Degrees and the Distribution of Premiums take place. The *session* is divided into two *terms*—the first ending on the first of February and the second on or about June 21.

Examinations

There are two semi-semester tests, one at the end of the first, the other at the end of the third quarter; a mid-year examination and a thorough examination in all classes at the close of the year. The averages of the students are publicly announced at the quarterly Assemblies. The final examination covers the work from February 1.

Class Standing

The student's progress is indicated by the combined results of the tests and examinations, mentioned above, and his class-work. "*Class Work*" is the record of the student's attendance and of his satisfactory work during the hours of class. It counts half, equally with the tests and examinations, in his standing. Markings are on the scale of 100. The passing mark is 70; below 50 is failure, and from 50 to 69 inclusive, is a condition.

Parents and guardians should observe that absence and tardiness, even though excusable, affect the class-work and, consequently, the student's standing and his chances for promotion.

The examinations at the end of each semester are decisive for promotion. A student who fails in any branch in either of the two examinations is thereby disqualified for all honors; one who fails in any branch in either of the two semi-semester tests is barred from honors at the quarterly Assembly immediately following.

Reports

Weekly reports are given respecting the students' conduct, application and attention; parents are requested to sign these reports and to see that they are returned to the College.

After each set of tests and examinations, a report of the student's standing is sent to the parents or guardian. The Vice-President should be notified if the reports are not received in due time.

Promotions

Promotions to a higher grade are regularly made at the beginning of the academic year; but they will be made at any time when the student's progress justifies them.

The successful completion of the College course entitles the student to the degree of Bachelor of Arts.

The degree of Master of Arts can be obtained by devoting a further year to the study of Philosophy in the College, or two years to professional studies, together with a written thesis on a subject assigned by the President of the College.

Honorary degrees may be conferred at the discretion of the Board of Trustees upon those who have deserved well of the community in Literature, Science, or the Professions.

Honors and Prizes

Every quarter the combined test and "class-work" record is publicly proclaimed, and honors are awarded to the leaders.

The honors and prizes awarded at the end of the year are determined by the recitations of the entire year and the tests and examinations. To the student making the highest average in the collective branches of his class a gold medal is awarded. Those whose average is 90 per cent and upward merit the distinction of first honors; and those whose averages are between 85 and 90, second honors.

Special Prizes

Intercollegiate English Prize

A purse of \$100 (\$50 for the first prize, \$20 for the second, \$15 for the third, \$10 for the fourth, and \$5 for the fifth) is offered yearly by Mr. D. F. Bremner, of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit Colleges of the Missouri Province, which are:

St. Louis University, St. Louis, Mo.
St. Xavier College, Cincinnati, Ohio.
St. Ignatius College, Chicago, Ill.
St. Mary's College, St. Marys, Kan.
Creighton University, Omaha, Neb.
University of Detroit, Detroit, Mich.
Marquette University, Milwaukee, Wis.
Campion College, Prairie du Chien, Wis.
St. Ignatius College, Cleveland, Ohio.
St. John's University, Toledo, Ohio.

Intercollegiate Latin Prize

For the best Latin essay from competitors of the same colleges, a gold medal is offered by Very Rev. A. J. Burrowes, S. J., Provincial.

General Regulations

1. ATTENDANCE.—As regular attendance is an important element in class standing and an essential condition for successful work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, for tardiness, or for permission to withdraw before the close of the daily session, a note from the parent or guardian will invariably be required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitations or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal.

2. HOME STUDY.—All the endeavors of the Faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately twenty-five hours each week are spent in class work; and to prepare the recitations and exercises for this work, as well as to review the matter previously seen, at least fifteen hours of home study each week, or from two to three hours daily, are required. Parents and guardians are, therefore, respectfully urged to insist on this application.

SCHOOL HOURS.—Doors open every morning at 8:00 o'clock. All students are expected to be present at 8:25 o'clock, the time to go to Chapel for hearing Mass.

Class hours are from 9:00 A. M. to 11:45 A. M., and from 12:45 to 2:25 P. M. To excuse late arrival, be it on account of great distance or for any other reason, special arrangements must be made with the Prefect of Discipline.

HOLIDAYS.—Thursday is the weekly holiday. Other holidays are: All holy days of obligation, the national holidays, Christmas and Easter vacations.

Boarders are not admitted. Respectable boarding-houses can be recommended by the College authorities to students not living in the city.

It is highly important that all the students be present on the day of reopening, as the regular class work begins at once. Not only do students suffer greatly by missing the introductory lessons of their respective classes, but in consequence thereof great inconvenience is caused to the teachers. It is, therefore, expected that all students present themselves on the day of reopening. *Latecomers and those leaving before the close of the scholastic year, cannot compete for class honors.*

3. COMMUNICATIONS.—Due notice should be given to the President or to the Vice-President of a change of residence, or of the contemplated withdrawal of a student.

Terms

As the institution is not endowed, it is entirely dependent for its support on the fees paid for tuition.

Entrance fee, \$5.

Tuition, per session of ten months for all classes, \$60.

Library fee, \$1.

Gymnasium and Athletic Association fee, \$2.

Students of Biology, Chemistry and Physics pay \$10 per session for the use of the apparatus.

Diplomas for Graduates in the Classical Course, \$5.

High School Certificates, \$3.

Conditioned examinations, \$1.

Conditioned examinations on days other than those assigned by the Faculty, \$2.

Payments must be made quarterly or semi-annually in advance. The account for tuition dates from the day of the student's entrance. No deduction is allowed for absence, save in case of dismissal or protracted illness. The session is divided into quarters, beginning respectively about the 1st of September, the 15th of November, the 1st of February and the 15th of April.

Scholarships

(A scholarship consists of a donation of \$1,250.)

The Rev. E. W. J. Lindesmith Scholarships (two), founded by the Rev. E. W. J. Lindesmith.

The Rev. E. M. O'Callaghan Scholarships (two), founded by the Rev. E. M. O'Callaghan.

The St. Aloysius Scholarships (six), founded by the late Rt. Rev. Mgr. Felix M. Boff.

The Mary I. Sexton Scholarship, founded by Mrs. Mary I. Sexton, Chicago, in memory of her parents, John F. and Catherine Lyons.

The Rev. Michael Zoeller, S. J. Golden Jubilee Scholarship, founded by St. Mary's Parish.

The Elizabeth Schweitzer Scholarship, founded by Mrs. Elizabeth Schweitzer.

The Philip H. Marquard Scholarship, founded by Mr. Philip H. Marquard, Cleveland, Ohio.

The Rev. Hippolyt Orlowski Scholarships (two), founded by the late Rev. Hippolyt Orlowski, of Berea, Ohio.

The Rev. John T. Carroll Scholarship, founded by the late Rev. John T. Carroll, Cleveland, Ohio.

One scholarship for the entire course (High School and College), and four scholarships for the High School course are offered by the President of the College to the eighth grade boys of the parochial schools of Cleveland and vicinity, who obtain the highest marks in the competitive examination on May 27, 1916.

Competitive Scholarships

THE SCHOLARSHIPS. They are five in number. The first is for both a classical High School and College course, the latter leading to the A. B. degree. It lasts for seven years and is worth \$420.00. The other four give a High School course only; they last four years, and are valued at \$240.00. St. Ignatius College thus gives the value of \$1,380.00 for the higher education of ambitious Catholic boys.

AWARD OF SCHOLARSHIPS. The Scholarship for the entire A. B. course will be awarded to the candidate making the highest average in a competitive examination. The four next in merit will be awarded High School Scholarships. Winners may take their High School course either at St. Ignatius College W. 30th and Carroll, or at Loyola High School E. 106 and Cedar.

N. B. *No school will be awarded more than one scholarship.*

ELIGIBILITY. Each applicant must be a pupil in good standing of the eighth grade in a parochial school of the Diocese of Cleveland. Moreover, before receiving the Scholarship he must present his certificate of graduation.

CONDITIONS FOR HOLDING SCHOLARSHIPS. 1. The Scholarships are for tuition only. The holder must defray other expenses; entrance fee, annual Athletic and Library fees, necessary books and stationery, science fee, on graduation the diploma or certificate. Scholarship boys must pay these fees in full at the beginning of each school year.

2. Parents or guardians of scholarship boys must sign a promise not to withdraw, without grave reason, approved of by the President of the College, their son or ward before his course is completed.

ANNULMENT OF SCHOLARSHIPS. 1. These Scholarships are not transferable, and are forfeited when, for any reason, the holder's relations with the College are severed.

2. Scholarship boys are expected to maintain a general average of 85 per cent. If they drop below this, they will be seriously warned. A general average under 80 per cent loses the Scholarship. Where sickness causes such falling in percentage, the President of the College will judge the case.

SUBJECTS FOR EXAMINATIONS. 1. *English*. (a) Grammar. Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

(b) Composition: with reference in particular to spelling, penmanship, neat forms, use of capital letters, punctuation, correct grammar, and proper idiom.

2. *Arithmetic*. Fractions, common and decimal; denominate numbers; measurements; percentage, including commission; simple and compound interest; discount; ratio and proportion; square and cube roots.

3. *History*. Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

METHOD OF EXAMINATION. For the examination each applicant should bring his pen; all else will be given him. On the day appointed each boy receives a numbered card, on which he signs his name, address and school. He then receives the examination forms, on which he signs the number of his card only, not his name. He then encloses the card in a blank envelope, the seal of which will not be broken until the judges have given their decision. The envelopes are then publicly opened, and the winners announced.

TIME AND PLACE OF EXAMINATION. The examinations for 1916 will be held Saturday, May 27th at St. Ignatius College, from 1 to 4 P. M. Candidates will be required to answer all questions submitted in the time designated.

ANNOUNCEMENT OF RESULTS. To win a scholarship is a great honor for both the pupil and the school from which he hails; hence the results of these examinations will be published during a solemn function in the College Gymnasium Hall (entrance on Carroll Ave.) on Sunday, June 11th at 2 P. M.

The Reverend Clergy, the Sisters and all boys who will have taken the examinations, are cordially invited to be present. The names of the winners and their schools will be published in the Cleveland newspapers.

Finally, the Document granting the Scholarship will be awarded publicly the evening of the College Commencement, June 21st.

The President and Faculty wish to express their grateful appreciation of favors received during the year. The following benefactors are worthy of special mention:

Mr. F. V. Faulhaber: Annual Scholarship.

Mrs. B. J. Spitzig: Three Vols. for the Students' Library.

Mr. Neil A. Collins: Seven Vols.

The late Rt. Rev. Mgr. George F. Houck: Various periodicals and works.

The College

Officers

REV. WILLIAM B. SOMMERHAUSER, S. J.
PRESIDENT.

REV. L. KELLINGER, S. J.
VICE-PRESIDENT, PREFECT OF STUDIES AND DISCIPLINE.

REV. JOHN B. NEUSTICH, S. J.
TREASURER.

REV. FRANCIS S. BETTEN, S. J.
LIBRARIAN.

REV. MICHAEL ZOELLER, S. J.
CHAPLAIN.

Faculty

REV. WILLIAM B. SOMMERHAUSER, S. J.
EVIDENCES OF RELIGION.

REV. FRANCIS J. HAGGENEY, S. J.
MENTAL AND MORAL PHILOSOPHY, LITERATURE.

REV. JAMES J. DOYLE, S. J.
SOPHOMORE CLASSICS, LITERATURE, FRENCH.

MR. WILLIAM J. YOUNG, S. J.
FRESHMAN CLASSICS, LITERATURE, ELOCUTION.

MR. WILLIAM A. RYAN, S. J.
CHEMISTRY, MATHEMATICS, DIRECTOR OF SCIENTIFIC ACADEMY.

MR. LEO J. VOLLMAYER, S. J.
PHYSICS AND MATHEMATICS

REV. FRANCIS S. BETTEN, S. J.
HISTORY AND FRENCH.

REV. L. KELLINGER, S. J.
ELOCUTION.

REV. FREDERICK L. ODENBACH, S. J.
GEOLOGY, BIOLOGY, CURATOR OF MUSEUM, DIRECTOR OF METEOROLOGICAL
OBSERVATORY.

REV. VICTOR WINTER, S. J.
MUSIC.

The College

The College Course embraces instruction in the departments of Philosophy, Language, Literature, History, Science, and Mathematics. The aim of the course is to give the student a complete liberal education, which will train and develop all the powers of the mind, and will cultivate no one faculty to an exaggerated degree at the expense of the others. The college ideal is not to foster specialization, but to cultivate the mind, to build up and strengthen true character, and to impart that accuracy of thought and reasoning and that breadth of view which must ever be the foundation as well of more advanced scholarship as of eminence in the professions or other stations in life.

To attain this end, the studies prescribed in this course and leading up to the degree of Bachelor of Arts are regarded as fundamental and essential in a liberal education and therefore are not left to the student's option. It is especially to be noted that practically all the studies in the Freshman and Sophomore years are prescribed. Only in the Philosophy Class do some of the studies become elective.

Admission

All applicants for admission must present evidence of good moral character and, if they come from another college, a certificate of honorable dismissal.

Admission by Certificate. A certificate from the principal of the high school in which a student has been prepared for college will be accepted instead of examinations in the subjects offered for admission, provided only it is made clear to the Dean of the college that such school is not of a lower grade than the preparatory department of St. Ignatius College.

Admission by Examination. An applicant without a high school certificate will be required to pass a satisfactory examination in the required subjects mentioned below and in such other subjects from the list of electives as he may present for entrance.

Requirements for Admission

All candidates for the Bachelor's degree must present entrance credits amounting to sixteen units. A unit represents a year's study in a high school subject pursued four or five times a week.

The required units for admission are as follows:

Latin	4 units	Ancient History.....	1 unit
Greek	3 units*	Modern History.....	1 unit
English	3 units	Science	1 unit
Algebra	1 unit	Elective	1 unit
Geometry	1 unit		

3. All other applicants for admission, who wish to enter as candidates for the B. A. degree, will be required to pass a satisfactory examination in the following subjects:

LATIN. *Authors:* Cæsar's Gallic War, four books; Nepos' Lives (6) may be taken in place of two books of Cæsar; Cicero's orations against Catiline and for Archias; Cicero's De Senectute and Sallust's Catiline or Jugurthine War may be taken as substitutes for three of the above orations. Virgil, four books of the Aeneid or their equivalent from the Eclogues, Georgics and Ovid's Metamorphoses.

Grammar and Composition: The examination in grammar and composition will require a thorough knowledge of the entire Latin grammar together with such facility in writing Latin prose as is acquired by one who satisfactorily completes the course of exercises prescribed by St. Ignatius Academy. This course is based on Arnold's Latin Composition, for which see Catalogue of St. Ignatius Academy, page 37.

*Applicants who can satisfy all the other entrance requirements may be admitted with conditions in Greek, which must be removed within one year from the time of entrance.

GREEK. *Authors:* Xenophon's *Anabasis*, four books, or their equivalent; Homer's *Iliad* or *Odyssey*, one book.

Grammar and Composition: The examination in grammar will require a thorough knowledge of etymology, of the syntax of cases, the rules of concord and prepositions. The theme will be based on Xenophon and will test the candidate's ability to translate into Greek simple sentences with special reference to the use of the forms, particularly of the irregular verb, and the common rules of syntax.

ENGLISH. *Texts prescribed for reading and study:* Two plays of Shakespeare, Burke's *Conciliation with the Colonies* or *American Taxation*; Irving's *Sketch Book*; one essay of Macaulay; Scott's *Lady of the Lake*; Goldsmith's *Deserted Village*; Tennyson's *The Passing of Arthur*; Lowell's *Vision of Sir Launfal*; Coleridge's *Ancient Mariner*.

The applicant should make himself familiar with the character, the plot, incidents and characteristic diction of each work. Equivalents will be accepted.

Rhetoric and Composition: The applicant will be examined on the principles of Rhetoric as set forth in Brooks' *English Composition*, or in a work of equal standing. The composition will test the candidate's ability to write clear, idiomatic English. The subject will be taken from his experience and observation, or from the books he presents for examination. The spelling and punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

MATHEMATICS. Algebra to Indeterminate Equations, included. Plane and Solid Geometry.

HISTORY. Oriental and Greek History; Roman History to the Fifth Century A. D. History of the United States; Modern History.

CIVICS. Macey's *Lessons in Civil Government*.

Elective Units

The elective subjects that may be presented to complete the required sixteen units must be taken from the following list:

English Literature	1	unit
Modern Language	2	units
Foreign Language	2	units
Biology	1	unit
Chemistry	1	unit
Algebra (intermediate)	$\frac{1}{2}$	unit
Trigonometry	$\frac{1}{2}$	unit
Solid Geometry	$\frac{1}{2}$	unit
Physical Geography	1	unit
American History	1	unit
English History	1	unit

General Statement of the Course of Study for the Degree of A.B.

All candidates for the degree of Bachelor of Arts must before graduation complete forty semester courses,* which shall include two years of college Greek, three years of college Latin, three years of English, two years of Science in the group Physics, Chemistry, Biology, Geology, Astronomy, one year of History, one year of Mathematics, and two years of Philosophy. In addition, the candidate must do the prescribed work in Public Speaking, and, unless he can give evidence that he possesses a reading knowledge of French or German, he must take a two years' course in one of these languages. Catholic students, moreover, will be required to take every year a course in Evidences of the Christian Religion, two hours a week, which, if pursued for two years, will be accepted in satisfaction of two semester courses.

The rest of the studies are elective in this sense that the student who wishes to pursue technical or professional courses after or even before graduation will be given full opportunity

*A semester course is a subject taken at least 3 times a week for one semester.

to take those studies that will best prepare him for such courses and be allowed full liberty, under proper advice, to arrange his work according to the outline of studies given below. Under certain circumstances he may be allowed to drop one of the subjects there prescribed in favor of an elective, with the approval of the committee on electives. In case the student gives no such notice of wishing to prepare for professional studies, he will be required to follow certain specified courses in Political Economy, History of Philosophy, Geology and Astronomy. Any candidate, if found deficient in English, shall, besides his other required work, take such courses as will be prescribed for him by the department of English.

Schedule for the A.B. Course

FRESHMAN YEAR.

The prescribed studies are Latin, Greek, English, Mathematics, and either Chemistry or Biology. A student who enters with four units in Mathematics will not be required to take this subject in college. He may anticipate some other course. One who enters without Physics or without Chemistry will have to take that subject in Freshman year.

1. Latin4 hours
2. Greek4 hours
3. English3 hours
4. Mathematics4 hours
5. Elective—
Chemistry or Biology..4 hours

SOPHOMORE YEAR.

The required studies are Latin, Greek, English, History, and one subject from the following: A Modern Language, Mathematics, a Science (Physics, Chemistry, Biology, Geology, Astronomy), Drawing, Descriptive Geometry. A student who has no reading knowledge of French or German, will have to take either of these languages for two years during the remainder of his college course. A second Science must be taken in either Sophomore or Junior or Senior year, unless full credits for both Physics and Chemistry have been presented at entrance.

1. Latin 4 hours
2. Greek 4 hours
3. English 3 hours
4. History 3 hours
5. Elective—
 A Modern Language or a
 Science from the above
 group or Mathematics or
 Drawing and Descriptive
 Geometry 4 hours

JUNIOR YEAR

In Junior year every student must take Latin, Logic and Ontology and English, and two subjects from the following: Mathematics, Greek, German, French, a Science (Physics, Chemistry, Biology, Geology, Astronomy), History, History of Philosophy.

1. Logic and Ontology..... 5 hours
2. Latin 3 hours
3. English 3 hours
- 4-5. Elective (two to be taken) :
 A Modern Language... 3 hours
 Greek, Mathematics,
 History, History of Phil-
 osophy, a Science (as
 above) 4 hours

SENIOR YEAR.

Every Senior is required to take Psychology and Natural Theology and Ethics, and select three more subjects from the list of Junior electives, to which are added Political Economy, Sociology and Pedagogy.

1. Psychology and Natural
 Theology 4 hours
2. Ethics 4 hours
- 3-4-5. Elective (three to be taken) :
 English, Political Econ-
 omy, Pedagogy, Sociol-
 ogy, any Elective of
 Junior Year.

College Course

Freshman Class

The object of this class is the cultivation in a special manner of literary taste and style, which is to be effected chiefly by the study of the best poets and prose writers. The Greek and Latin classics are studied for this purpose, together with such English writers as are noted for the highest qualities of literary substance and form. Special emphasis is laid on the study of poetry. Moreover, in this class, as in the others of the course, the literary work is supplemented by that training in Mathematics, Science and History which is required by a liberal education.

Sophomore Class

The work of this year centers on the study of Oratory and Historical composition. The nature and types of oratory, principles of argumentation, the nature and requirements of historical writing, are thoroughly investigated,—the best models, ancient and modern, forming the subject matter of study. Thus, while perfecting literary taste, the class is intended to develop that grasp and perspective of structure without which composition on a large scale is impossible.

Junior Class

The object of this class is to form the mind to habits of correct reasoning and to impart sound principles of philosophy. Logic, Rational Philosophy—being, causality, the nature of matter; the human soul, its nature, origin, operation, etc.—are the chief subjects of study. The additional training received from the study of the history of Philosophy and various literary topics is by no means neglected.

Senior Class

The study of Philosophy is continued this year in courses on the two important subjects of Natural Theology and Ethics. These courses, treating of the existence of God, the origin of Moral Obligation, the Natural Law, Duties and Rights, etc., form the crowning work of a liberal education. Their aim is to teach sound principles of conduct, to give the students clear ideas on the purpose and destiny of man, and on the problems of life and their solution, as furnished by ethical principles.

Schedule of Studies

The number of periods indicates the amount of time given to a subject per week. A period, unless otherwise specified, stands for fifty minutes.

Philosophy

JUNIOR CLASS. (Five periods.)

Dialectics on Formal Logic. The province of logic, formal and material. The foundations of logic. The principle of contradiction. Identity. Causation. Simple apprehension; modern errors. Universal ideas. Propositions; their nature and divisions; opposition and conversion. Reasoning. The syllogism and its laws. Formal and material induction. Fallacies.

First Principles of Knowledge. Applied Logic. The nature of certitude; kinds and degrees. Truth. Universal scepticism. Cartesian doubt. Criterion of certitude; objective evidence. Trustworthiness of the senses and intellectual powers. Objectivity of ideas. Belief on human and Divine testimony.

General Metaphysics. The concept of being. Essence and existence. Possible being. The Positivist school. Transcendentalism. Attributes of being; unity, truth, goodness. Substance and accident. Personality. Quantity. Quality.

Relation. Principle and cause. The principle of causality. Perfections of being. Infinity. Necessity. Order and beauty.

Cosmology. Creation. Pantheism. General principles. Ancient and modern pantheists. Purpose and perfections of the universe. Laws of nature. Miracles. Occult powers. Spiritism. Hypnotism. Constitution of bodies. Atomism. Dynamism. Properties of matter. Time and space.

Psychology. Life,—Vegetative, animal, intellectual. Organic bodies essentially different from inorganic. Protoplasm. Vital principle distinct from physical and chemical forces. Animals sentient, not rational. Instinct. Natural selection. Lapsed intelligence. Rational life. Essential difference between sense and reason.

The Soul,—A simple, spiritual substance. False theories of the Ego. Monistic theories. Individuality. Unity. Identity of the principle of the vegetative, sentient and rational life in man. Union of soul and body. Occasionalism. Scholastic doctrine. Locus of soul. Localization of cerebral functions. Origin of the soul. Creationist doctrine. False theories. Neo-Scholastic doctrine. Theory of Evolution. Time of origin.

Origin of Ideas.—The intellect and brain. Universal and abstract concepts. Innate ideas. Empiricism, Ontologism, Associationism. The Schoolmen. Doctrine of St. Thomas. Attention. Reflection. The soul's consciousness of itself. Sensation. Perception. Psychophysics. The imagination. Estimative faculty. Sensuous appetite and locomotion. Voluntary, automatic, reflex, impulsive movements. Feeling.

Rational Appetency.—The human will. Desire and volition. Spontaneous and deliberate action. Choice. Self-control. Free-will and Determination. Fatalism. The Emotions. Hypnotism.

SENIOR CLASS. (Eight periods.)

Natural Theology.—The Existence of God.—Methods of proof. Ontologism. Traditionalism. The "Ontological Proof" of St. Anselm. Metaphysical. Cosmological, Moral arguments. Atheism. Agnosticism; its religious and moral

consequences. The Physical and Metaphysical Essence of God. Infinite Perfection. Unity of God. Pantheism. Anthropomorphism. Immortality, Eternity and Immensity of God. The Divine Intellect and Knowledge. The Free Will and Omnipotence of God. God creating, preserving, concurring with creatures. Divine Providence.

General Ethics. Nature, object, necessity of Ethics. Fundamental principles. False theories. The ultimate end of man. Use of the present life. Human acts. Merit and accountability. Virtue and vice. Nature of morality. Standards of morality. Hedonism and Utilitarianism. The moral sense. Determinants of morality. Law. The Eternal Law. The Natural Law; its properties and sanction. Origin of moral obligation. False theories. Conscience.

Special Ethics. Rights and duties. Worship of God. Obligations of accepting Divine Revelation. Rationalism. Indifferentism. Suicide. Self-defense. Homicide. Lying and mental reservation.

Right of ownership. Communism. Socialism. Single Tax. Modes of acquiring property. Contracts. Relations of Capital and Labor. Employers' Union. Trade Unions. Strikes.

Society in general. The family. Divine institution, unity and indissolubility of marriage. Parental authority. Education. Civil society; its nature, end, and origin. False theories. Forms of civil government. Citizenship. Universal suffrage. Functions of civil government; legislative, judiciary, executive. Taxation. Death penalty. Freedom of worship. Freedom of the press.

International law. Foundations of international law. Mutual relations of nations. Right of commerce. Intervention. Rights of neutrals. War and arbitration.

Text-books and References: Clarke, Maher, Rickaby, Boedder, S. J. (Stonyhurst Series); Russo, Jouin, Hill, Coppens, Liberatore, Poland, Gruender, Lahousse, Harper, Devas' Political Economy, Thein's Christian Anthropology, Cathrein.

Latin

FRESHMAN CLASS. (Four periods of 60 minutes each.)

Precepts: A thorough review of Latin prosody and versification.

Authors.—first term: Horace, *Ars Poetica*; Virgil, *Aeneid*, Bks. III, V and VI.

Second term: Livy, Bks. XXI, XXII; Horace, *Select Odes*.

Sight Reading: Selections from Christian Hymnology; Livy.

Practice,—both terms: Bradley's *Aids to Writing Latin Prose*, Part I, and selections from Part II to Exercise 60. Two themes a week. A theme in imitation of the prose authors studied about every fortnight.

Memory: From the authors read in class.

SOPHOMORE CLASS. (Four periods of 60 minutes each.)

Authors,—first term: Cicero, *Pro Milone*; Horace, *Select Odes and Epodes*.

Second term: Horace, *Epodes, Epistles and Satires*; Tacitus, *Agricola*.

Sight Reading: Selections from the authors assigned above; Tacitus, *Germania or Annals*; Selections from the Latin Fathers.

Practice,—both terms: Bradley's *Aids*, selections from Part II, from Exercise 50 to the end of the book. Two themes a week. One composition every fortnight in imitation of the authors studied. Off-hand translation from English into Latin.

Memory: Select passages from the authors read.

JUNIOR CLASS. (Three hours.)

Authors,—first term: Cicero, *Quæstiones Tusculanæ*; Plautus, *Duo Captivi*; History of Latin Literature; Mackail for reference. Essays in Latin, Bradley's *Aids*.

Second term: Cicero, *Quæstiones Tusculanæ*, continued; Pliny, *Letters*; Juvenal, *Selections*; Selections from the Latin Fathers. Essays in Latin.

Greek

FRESHMAN CLASS. (Four periods.)

Precepts,—first term: The syntax of the verb repeated; general rules of quantity in connection with the author; the Homeric dialect, cf. Kægi-Kleist, Nos. 209-215. A brief sketch of Greek Epic and Lyric poetry. Cf. Jebb's Classical Greek Poetry.

Second term: The precepts of the first term thoroughly repeated.

Authors,—both terms: Plato, *Apology* or *Crito*; Homer, *Iliad*; Selections from Bks. II, III, IV and VI. Lyrics selected from the various Greek poets—Sappho, Simonides of Ceos, Pindar (*Olympian XII* or selections from a longer ode), Mel-eager. Cf. Garvy's *Anthology*.

Sight Reading,—both terms: The New Testament or selections from the authors read in class.

Practice,—both terms: A written theme once a week, based on the authors studied and illustrating the syntax of Attic Greek; or Kægi-Kleist Exercise Book II, Nos. 52-66.

Frequent written reviews in class.

SOPHOMORE CLASS. (Four periods.)

Authors,—first term: Demosthenes' *Philippic I* or *III*. Analysis of first or third *Philippic* to be seen in detail.

Second term: Demosthenes on the *Crown* with detailed analysis; Sophocles, *Antigone*, *Oedipus Tyrannus* or *Oedipus Coloneus*.

Sight Reading,—both terms: The New Testament or St. Chrysostom, Eutropius, or St. Basil.

Practice,—both terms: Easy themes built on sentences in the text, once a week. Frequent written reviews.

English

FRESHMAN CLASS. (Three periods.)

Precepts: Literary Aesthetics; Theory of the Beautiful, of the Sublime; Taste; Imagination; Theory of Literature. Poetics: Nature and kinds of poetry; elements of poetic substance and form; characteristics of Lyric and Epic Poetry. Fiction: Constructive principles of story-writing; elements of Fiction, viz., plot, character, situation, purpose; Realism and Romanticism in Fiction; development of the English Novel.

Text-book: Coppens' Introduction, with Professor's Notes.

Texts for Study: Newman's Lecture on Literature and Essay on Aristotle's Poetics; Selections from Newman, Ruskin, De Quincey, Milton, Coleridge, Wordsworth, Keats, Tennyson, DeVere.

History of English Literature and Criticism. Anglo-Saxon, Semi-Saxon, Old English and Middle English Periods; The Elizabethan Age; The Transition Period; The Classical Age.

Text-book: Jenkins' Handbook of English Literature.

Practice: One composition a week on subjects chiefly literary.

SOPHOMORE CLASS. (Three periods.)

Precepts: Oratory; Nature and types of oratory; division of the oration; style in public speaking; methods of oratorical composition; principles of argumentation.

Text-book: Coppens' Art of Oratorical Composition.

History: Principles of historical composition; ethical requirements of history; representative English and American historians.

Texts for Study: Burke's speech on American Taxation and Address to the Electors of Bristol; Webster's Reply to Hayne and speech in the Knapp Trial, Commemorative Address on Adams and Jefferson; Newman's Second Spring.

History of English Literature and Criticism: The Romantic School of the Nineteenth Century; American Literature.

Text-book: Jenkins' Handbook of English Literature.

Practice: One composition a week. Analysis and criticism of speeches.

JUNIOR CLASS. (Two periods.)

Precepts: The Drama: Laws and Technique; Theory of the Tragic; of the Comic.

Texts for Study: Shakespeare's Plays; Interpretation, critical and comparative study.

Practice: One composition a week or every fortnight. Essays, critical and philosophical.

SENIOR CLASS. (Two periods.)

Precepts: Theory of expository writing; the critical and philosophical essay; stylistic and structural requirements; historical development of the English essay.

Texts for Study: Essays of Macaulay, Newman, Brownson, Archbishop Spalding, etc. Analysis and comparative study of essays, with the emphasis laid on substance and structural organization.

Practice: One composition a week or every fortnight. Subjects chiefly critical and philosophical.

Mathematics

Text-books: Wentworth's Complete Algebra and Analytical Geometry; Murray's Calculus.

FRESHMAN CLASS. (Four periods.)

First term: Solid Geometry, or Algebra, c. 22, Choice, etc., to end of book.

Second term: Analytical Geometry, four chapters to Parabola excl.; supplementary propositions. Trigonometry.

SOPHOMORE CLASS. (Three periods.)

First term: Analytical Geometry, Parabola to end of book.

Second term: Calculus.

JUNIOR CLASS. (Three periods.)

Both terms: Calculus.

Astronomy

SENIOR CLASS. (Two periods.)

Both terms: Young's General Astronomy.

History

SOPHOMORE CLASS. (Three periods.)

Both terms: Guggenberger's History of the Christian Era,
Vol. III.

JUNIOR CLASS. (One period.)

Both terms: Turner's History of Philosophy.

Chemistry

SENIOR CLASS. Analytical Chemistry. (Three periods.)

FRESHMAN CLASS. (Five periods.)

Both terms: Alexander Smith's General Chemistry for
Colleges.

Physics

SOPHOMORE CLASS. (Five periods.)

Both terms: Carhart's College Physics.

Evidences of Religion

FRESHMAN CLASS. (Two periods.)

The Church as a Means of Salvation; The Last Things;
The Christian's Duties Toward God, etc., Wilmers, pp. 379
to 493, the part from p. 399 to p. 422 excl. being omitted.

SOPHOMORE CLASS. (Two periods.)

Grace; The Sacraments, etc., Wilmers, pp. 279 to 379.

JUNIOR AND SENIOR CLASSES. (Two periods.)

The Creation of the World; the Various Grades of Creation, etc., Wilmers, pp. 200 to 279; Christianity a Revealed Religion, etc., pp. 1 to 77.

The Basis of Morality; Law as the Objective Norm of Human Actions, etc., Wilmers, pp. 399 to 421; The Constitution of the Church, etc., Wilmers, pp. 77 to 200.

Public Speaking

One period a week in all classes except Senior Class.

General Biology

1. Cytology. 2. Histology. 3. Anatomy and Physiology of the Animal. 4. Practical Microscopy. Use of microscope; Hardening; Staining; Mounting.

Periods—or Class Hours in College Department

	<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Latin	4	4	3	—
Greek	4	4	—	—
English	3	3	3	—
Mathematics	4	—	4	2
Elocution	1	1	—	—
Evidences of Religion.....	2	2	2	1
History	—	3	1	—
Philosophy	—	—	5	8
Science or Mod. Lang.....	4	4	4	4

Catalogue of Students

(College)

Senior Class

Becka, Francis L.
Burke, Patrick T.
Harks, Anthony J.
Hill, Charles F.
Kegg, John W.

Kleber, August J.
Litzler, Louis A.
Murphy, Albert J.
Ripton, J. Raymond
Smrcina, Edmund F.

Sophomore Class

Black, Victor E.
Brickel, Arthur C. J.
Brucker, Frank A.
Bungart, Aloysius A.
Chambers, Thomas P.
Coughlin, Lawrence W.
Culliton, John P.
Curran, Paul S.
Deering, James S.
Foerstner, Stephen J.
Gallagher, Thorpe A.
Gould, Harry
Hayes, Edward P.

Heidlberg, Joseph A.
Kalina, Wenceslas J.
Kikel, Edward A.
McBrien, Edward F.
McGraw, Edward W.
Madigan, John F.
Murphy, William Jos.
Novak, George P.
Sommer, J. Andrew
Sroub, Wenceslas E.
Steiger, Raymond
Warth, George L.
Wise, Harold

Freshman Class

Bobal, George R.
Brennan, James
Copp, Thomas A.
Craft, Raymond E.
Doran, Thomas J.
Fowler, Walter J.
Gaffney, J. Richard
Gallagher, James
Gallagher, Ralph A.
Gilbride, Ambrose
Glavich, Joseph B.
Gleason, John F.
Gray, Raymond J.
Hannibal, John E.
Hayes, John D.
Holan, Charles A.

Hynes, Martin P.
Johanek, Frank D.
Kane, John E.
Keefe, William J.
Kilway, Warren
Kleinhenz, Joseph M.
McCann, Charles
Madaras, Edward F.
Moran, William T.
Nash, Harry C.
Perme, Louis J.
Preusser, Norbert
Raynor, Charles A.
Sikorski, Robert
Slowey, James F.
Snyder, Julius J.

Walsh, Joseph

Academic (High School) Department

Officers and Faculty

REV. WILLIAM B. SOMMERHAUSER, S. J.
PRESIDENT

REV. L. KELLINGER, S. J.
PREFECT OF STUDIES AND DISCIPLINE

REV. JOHN B. NEUSTICH, S. J.
TREASURER

REV. WILLIAM F. HENDRIX, S. J.
FOURTH YEAR HIGH

REV. CHARLES F. WOLKING, S. J.
MR. ORMOND P. D'HAENE, S. J.
THIRD YEAR HIGH

REV. FRANCIS A. McKERNAN, S. J.
REV. VICTOR WINTER, S. J.
SECOND YEAR HIGH

MR. JOSEPH ROUBIK, S. J.
MR. THOMAS J. LYNAM, S. J.
MR. GERALD J. MURPHY, A. B.
FIRST YEAR HIGH

REV. FRANCIS S. BETTEN, S. J.
HISTORY AND CHRISTIAN DOCTRINE

REV. L. KELLINGER, S. J.
REV. JAMES J. DOYLE, S. J.
REV. RICHARD D. SLEVIN, S. J.
CHRISTIAN DOCTRINE

MR. WILLIAM J. YOUNG, S. J.
ENGLISH

REV. RICHARD D. SLEVIN, S. J.
MR. WILLIAM A. RYAN, S. J.
MR. LEO J. VOLLMAYER, S. J.
MATHEMATICS

MR. LEO J. VOLLMAYER, S. J.
PHYSICS

REV. VICTOR WINTER, S. J.
MUSIC

St. Ignatius High School

General Statement

The instruction given at St. Ignatius Academy, besides being a preparation for college, aims at imparting an education such as is usually given in the best High Schools and Academies. It comprises four classes, corresponding to the four years' classical course of approved High Schools.

As it is one of the main ends of education to develop in the youthful mind the habit of clear and accurate thinking, much attention is given, the first year or two, to the analysis and synthesis of sentences, and in general, to the study of grammatical rules and principles. This is all the more insisted upon because a thorough knowledge of Etymology and Syntax is the only sound basis for the more advanced work of reading and literary interpretation. For the same reasons, authors are studied with much care and minuteness, with a view to thoroughness rather than to extensive reading in the Latin and Greek authors. A little well thought out is more effective toward true education than a great deal that is ill-digested and imperfectly understood.

Much more stress is laid on the subject of Latin composition than is usual in High Schools, for the reason that the value of the study of Latin, as an educational instrument, rests in no small measure on the work of composition. The reading of Latin, as it is usually practiced, requires comparatively little mental effort; but translation from English into Latin forces thought and reflection. There is scarcely an intellectual process which the young student has to go through that requires more reflection and alertness of mind, a more concentrated attention and a clearer insight into the precise meaning of language than the task of "reproducing in an ancient tongue the thoughts and sentences of modern speech." If Latin deserves to be retained as an instrument of training, Latin composition deserves to be studied well.

In Mathematics and other studies, the programme here set down follows the usual division of subjects in approved High School courses. The course in English is particularly thorough and complete. Gradual and harmonious development on a systematic basis has ever been the aim in the selection and gradation of all these studies.

Requirements for Admission

1. All applicants for admission must give satisfactory evidence of good moral character.

2. Candidates for admission to the first year of St. Ignatius High School must pass a satisfactory examination in the following subjects, unless they present a certificate of having successfully completed the eighth grade in either parochial or public schools:

ENGLISH. 1. Grammar.—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

2. Composition.—A short letter or narrative to test the candidate's ability to write grammatical English.

ARITHMETIC. Fractions, common and decimal; denominate numbers; measurements; percentage, including commissions, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

HISTORY. Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

GEOGRAPHY. Division of the world into continents; political division of the continents; form of government of each country, its chief cities, its great rivers and products, etc.

The High School Course

First Year

In this class the study of Latin is begun, the object of the class being to familiarize the student with Latin Etymology. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with the Latin forms. Habits of close observation, of persevering study and of logical method are inculcated. Thus the student becomes conscious of the progress made and acquires confidence in himself. A review of English grammar runs parallel with the study of Latin. This affords an opportunity for illustration and comparison and renders the special English work of the year intelligible and interesting. Efforts are made to develop imagination and the literary sense by the methodic study and imitation of selections from Irving. A booklet has been specially prepared for this purpose.

For the prescribed studies of this year see schedule of studies.

Second Year

During the second year the case constructions of Latin are studied by precepts and practice. Skill in parsing, readiness in the analysis and construction of sentences, are aimed at, together with facility of expression in translation and in the simpler forms of composition. In English, diligent comparison with Latin constructions leads to intelligent discussion of English Syntax, and of the more lengthy and complex English sentences, periodic and otherwise. Hence, particular attention is given to the study and acquisition of the rhetorical qualities of sentences—unity, coherence, etc. Greek is begun.

For the prescribed studies, see schedule of studies.

Third Year

The object of this class is to pursue the work begun in the preceding years and to complete the study of grammar, at least in outline. Daily drill and frequent written exercises

in Latin and Greek familiarize the pupil with the forms, structure and idioms of these languages. In English, on the other hand, the aim is to cultivate a sense of discrimination in the choice of words, purity of phrase and idiom, vividness of expression, grasp of structure in the more lengthy themes of a narrative and descriptive character. For the prescribed studies of the year, see schedule of studies.

Fourth Year

The fourth year is devoted to a formal and systematic review of the entire field of grammar. Comparative grammar is made a special feature; the study of Latin and that of Greek go hand in hand; idiom is balanced against idiom; construction compared or contrasted with construction. It is only by thus repeating and dwelling on syntactical principles, by comparing and contrasting them, that the student will become familiar with the highly complex structure of the classic languages and begin to feel something of their real genius. In the matter of translation from Latin and Greek into the vernacular, what is called "literal translation," that is, the rendering of Latin into uncouth and awkward English, is not tolerated.

In English, the student is further trained in the various species of prose composition, narration, etc., dialogue and letter writing. Considerable attention is given this year to the theory and practice of verse writing, both as an accomplishment in itself and as an aid to the acquisition of an easy, graceful style in prose.

Table of Required Subjects

I YEAR	II YEAR	III YEAR	IV YEAR
English 5	English 5	English 5	English 5
Algebra 5	Geometry ... 5	History 5	Physics 5
Latin 5	Latin 5	Latin 5	Latin 5
Ancient History ... 5	Greek 5	Greek 5	Greek 5

Schedule of Studies

All the studies are prescribed unless otherwise indicated.

The number of periods indicates the amount of time given to a study per week. A period, unless otherwise specified, stands for 50 minutes.

Christian Doctrine

Two periods weekly.

FIRST YEAR. Faith—its object, necessity and qualities. The Apostle's Creed. Text-book: Deharbe's Large Catechism.

SECOND YEAR. The Commandments of God, Precepts of the Church, Sin and Virtue. Text-book, as in first year.

THIRD YEAR. Coppens' Systematic Study of the Catholic Religion, Treatise IV, from Grace to end of book.

FOURTH YEAR. Coppens' Systematic Study of the Catholic Religion, Treatise I, The Christian Revelation, to Treatise IV, p. 1 to p. 191.

Latin

FIRST YEAR. (Eight periods of 60 minutes each.)

Precepts,—first and second terms: Etymology; rules of concord of noun, adjective, relative and verb. Bennett's Foundations of Latin; English-Latin Exercises (Bennett).

Practice: Short exercises and daily oral drill. The exercises are arranged by the instructor.

Memory: Pupils are required to learn by heart about ten vocables a day. These vocables are used in the daily oral and written exercises.

SECOND YEAR. (Five periods of 60 minutes each.)

Precepts: First year matter reviewed, including exceptions; irregular, defective and impersonal verbs; adverbs and prepositions.

Chief rules for cases. Also the grammatical notes in Arnold to No. 177. Bennett's Grammar.

Author,—first term: Bennett's Foundations; Reading Lessons.

Second term: Cæsar, Bk. I or Bk. II.

Sight Reading, both terms: Parts of authors not seen thoroughly.

Practice: Arnold's Latin Prose Composition revised by Bradley.

Both terms: From the beginning of the book to No. 177; also supplementary exercises, No. 541.

Memory,—both terms: Important verbs with their principal parts as given in Bennett, No. 120, etc., eight or ten a day.

THIRD YEAR. (Five periods of 60 minutes each.)

Precepts,—first term: Review of the syntax of nouns; syntax of adjectives and pronouns.

Second term: Syntax of verbs.

Authors,—first term: Cæsar, de Bello Gallico.

Second term: Cicero in Catilinam, I and III.

Sight Reading: Parts of authors not read thoroughly.

Practice,—both terms: Bradley's Arnold.

FOURTH YEAR. (Five periods of 60 minutes each.)

Precepts,—first term: Review of syntax of nouns, adjectives, pronouns and verbs, to the moods; Bradley's Arnold; Bennett.

Second term: Review of the rest of syntax; word-order, sentence structure, style; Julian Calendar; Prosody, Alvarez.

Authors,—first term: Cicero, Pro Lege Manilia; Ovid's Metamorphoses.

Second term: Virgil's Eclogues; Aeneid, Bks. I, II; Latin Hymns.

Sight Reading: Selections from Virgil's Eclogues and Georgics or Aeneid.

Practice,—both terms: Bradley's Arnold, from No. 382 to end of book. Review of the more difficult exercises. Translation of connected discourse.

Memory: A few lines from the author daily.

Greek

FIRST YEAR. Towards the end of the second term a few hours are devoted to the study of Greek, so as to familiarize the pupil with the alphabet and the pronunciation.

SECOND YEAR. (Five periods.)

Precepts,—both terms: Declension of nouns, regular and irregular; adjectives; the regular verb; mute and liquid verbs. Kægi-Kleist's Grammar.

Practice: Two themes a week; frequent written class exercises; a written review once a week.

Memory: Six to eight words daily.

THIRD YEAR. (Five periods.)

Precepts,—first term: Review of preceding year's matter; second tenses; verbs in *mi*; syntax; voices, tenses, moods in independent sentences.

Second term: Moods in dependent sentences to end of syntax; verbs from list in grammar, p. 186.

Author,—first term: White's First Greek Book or Xenophon, Anabasis.

Second term: Xenophon, Anabasis.

Practice,—both terms: A theme twice a week. Frequent written class exercises.

Memory: Word-list from the Grammar and the author.

FOURTH YEAR. (Five periods.)

Precepts,—first term: Syntax of cases; prepositions; tenses, moods, Nos. 131 to 176.

Second term: Moods, clauses, etc.; Nos. 176 to 208.

Author,—first term: Xenophon, Anabasis, Bks. III and IV.

Second term: Homer, Iliad, B. I.

Sight Reading: Xenophon, Anabasis or Cyropædia.

Practice,—both terms: Two themes a week, built on the words and sentences of Xenophon, and illustrating the rules of syntax.

Memory: Select passages from the author.

English

FIRST YEAR. (Five periods.)

Precepts and Practice: Analysis and sentence-building, punctuation, etc.; occasional practice in letter writing.

Text-book: McNichols' Fundamental English and Ryan's Studies in Irving.

Texts for Study: Irving, The Sketch Book; Hawthorne, Tanglewood Tales; Dickens, Christmas Carol; Goldsmith, Deserted Village; Longfellow, Evangeline; Whittier, Snowbound; Scott, Lady of the Lake.

Memory: From the authors read in class.

SECOND YEAR. (Five periods.)

Precepts and Practice: The period; development and imitation of periods; the paragraph; constructive principles of the paragraph; analysis and imitation of paragraphs.

Text-books: Donnelly's Imitation and Analysis, and Ryan's Studies in Irving as a companion book for work in composition.

Text for Study: Hawthorne, The Great Stone Face, The Snow Image; Poe, The Gold Bug, The Purloined Letter; Wiseman, Fabiola; Macaulay, Lays of Ancient Rome; Longfellow, Tales of a Wayside Inn; Bryant, Selections; Arnold, Sohrab and Rustum.

Memory: From the authors read in class.

THIRD YEAR. (Five periods.)

Precepts and Practice: Thorndike, Elements of Rhetoric and Composition; Sentences, Words, Good use, or Brooks' English Composition, Bk. II.

Texts for Study: Lamb, Select Essays of Elia; De Quincey, Flight of a Tartar Tribe; Newman, Callista; Lafcadio Hearn, Chita; Tennyson, The Holy Grail, The Passing of Arthur; De Vere, Domville's Selections (Burns and Oates); Drake, Culprit Fay; Lowell, Vision of Sir Launfal.

Memory: From the authors read in class.

FOURTH YEAR. (Five periods.)

Precepts and Practice: The four species of prose composition; versification; essays.

Text-book: Thorndike's Elements of Rhetoric and Composition; or, Brook's English Composition, Bk. II.

Texts for Study: Macaulay, Select Essays; Newman, Prose Selections; Addison, Selections from the Spectator; Burke, Conciliation with the Colonies; Wordsworth, Selection; Moore's Melodies; Shakespeare, Merchant of Venice or Macbeth.

Memory: From the authors read in class.

Mathematics

Text-books: Hawkes, Luby and Touton's Elementary Algebra; Wentworth's Plane and Solid Geometry.

FIRST YEAR. (Five Periods.)

Algebra to Quadratic Equations, incl.

SECOND YEAR. (Five periods.)

Plane Geometry, Bks. I to VIII.

FOURTH YEAR. (Five periods.)

Solid Geometry (one semester).

Physics

FOURTH YEAR. (Five periods.) Millikan and Gale.

Laboratory experiments illustrating the fundamental principles of Physics, involving the elements in mechanics, sound, light, heat, magnetism and electricity.

Laboratory Manual: Millikan and Gale.

History

FIRST YEAR. (Five periods.)

Oriental and Grecian History; History of Rome.

THIRD YEAR. (Five periods.)

History of the United States.

Text-books: Montgomery's History of the United States, and Macy's Lessons in Civil Government.

Elocution

One period a week throughout the four years' course.

Periods—or Class Hours in Academic (High School) Department

	<i>1 Year</i>	<i>2 Year</i>	<i>3 Year</i>	<i>4 Year</i>
Latin	8	5	5	5
Greek	—	5	5	5
English	5	5	5	5
Mathematics	5	5	—	—
History	2	2	2	2
Elocution	(1 per. of Eng.)	(1 per. of Eng.)	(1 per. of Eng.)	(1 per. of Eng.)
Christian Doctrine	2	2	2	2
Physics	—	—	—	5
Modern Language	—	5	5	—

Catalogue of Students

High School. Fourth Year

Antolik, John W.	McMonagle, Ralph J.
Briggs, Robert	Madden, Eugene F.
Carney, Edward T.	Mally, James W.
Cozzens, James P.	Morris, Thomas G.
Cozzens, Thomas A.	Peter, John
Feighan, Joseph A.	Roth, Herbert G.
Gallagher, Daniel I.	Sands, Harry
Haggerty, Patrick J.	Schaefer, John I.
Hanley, Jerome O.	Shannon, Edward F.
Hill, Albert A.	Smith, Howard W.
Hodous, Edward J.	Smith, Leo A.
Kawolunas, Joseph J.	Steuer, Clement E.
Kiewel, Walter J.	Surtz, Francis M.
Kleinhenz, Francis G.	TePas, Paul A.
Kmiecik, James P.	Traverse, J. Harold
Kocour, James L.	Uhler, Wenceslas A.
McDonnell, Edward A.	Vevera, James A.
Walsh, William J.	

Third Year—Division A

Bojsko, Stephen A.	Gorman, M. Ralph
Bouille, Lawrence	Haney, Joseph
Budjenski, Francis	Hreha, George J.
Caldwell, Elmer	Kleinschnitz, Andrew J.
Carroll, Louis G.	Koehler, Ralph
Clarke, Albert J.	McKean, Robert D.
Clyne, William P.	Patton, Anthony J.
Cowan, Jerry	Riley, Emmett J.
Dorsey, Walter A.	Riccardi, Joseph
Fitzgerald, William J.	Rickards, Edward
Gallagher, Stewart	Smith, Leonard A.
Walsh, Joseph F.	

Third Year—Division B

Benedick, John M. A.	McLaughlin, Cornelius J.
Bourgeois, Roy G.	Mahoney, Sylvester J.
Dougherty, Elmer E.	Montague, Charles
Gaffney, Perry J.	Murphy, Edward F.
Gara, Francis J.	Novy, Clarence W.
Gross, Frank J.	Orenski, Edwin P.
Hahn, Carl J.	O'Shea, Edwin
Hausmann, Bernard A.	Patton, Cornelius
Heffernan, Vincent M.	Pollack, Charles A.
Jacobson, Stephen W.	Seelinger, Herbert C.
Jordan, James	Smith, Robert J.
Kandrac, John M.	Smith, James J.
Libens, William E.	Stasny, Raymond
McDevitt, Paul J.	Weber, John
Westropp, Russell	

Second Year—Division A

Adams, Donald F.	McGinness, Henry J.
Andel, Joseph M.	Mahoney, Leo B.
Ahlm, Cornelius J.	Maruna, James J.
Aylward, Joseph L.	Mellert, Aloysius J.
Buck, John D.	Mezera, Francis J.
Fedor, Joseph T.	Mey, Ernest A.
Gallagher, George V.	Nemec, Stanislas P.
Giblin, William J.	Novotny, George M.
Hess, Lucas W.	Phipps, Myron B.
Hessoun, Gerard J.	Placek, Albert J.
Hildebrandt, Herman M.	Rezabek, John N.
Hildebrandt, Leo	Rieger, John V.
Hitsch, Fred I.	Smith, James H.
Jelinek, George E.	Tischler, Michael
Jirka, Gerard W.	Tooman, J. Arthur
Krejci, Stanislas J.	Tumney, George F.
Lynch, Paul A.	Urda, John J.
McCarthy, Robert E.	Valtr, Frank J.
Weed, Kenneth G.	

Second Year—Division B

Acker, Aloysius J.	Heimann, Ambrose A.
Andrews, Frank X.	Hiller, Edwin H.
Ball, William F.	Horan, Francis J.
Blake, William E.	Jones, Arthur L.
Campbell, James E.	Kundmueller, Andrew T.
Coffey, Bernard D.	Marquard, Cyril
Corcoran, Owen P.	Matousek, Raymond R.
Corrigan, James J.	Mezera, Lawrence S.
Craft, Robert S.	Moir, Paul A.
Delaney, Thomas	Mulchrone, John F.
Downey, Francis A.	O'Boyle, John J.
Durica, George A.	O'Brien, Philip J.
Frantz, Russell H.	O'Donnell, Cornelius
Gallagher, John F.	Radcliffe, Walter T.
Gerity, Leonard T.	Roshetko, Joseph A.
Gilbo, W. Raymond	Skala, Louis J.
Graham, Henry	Sullivan, William
Habert, Walter J.	Turacek, Peter A.
Zika, Joseph J.	

First Year—Division A

Andrisek, Stephen P.	Gallagher, John F.
Baloga, William M.	Hayes, Clarence J.
Burger, Clarence J.	Henson, James E.
Clark, Harlan B.	Holleran, Leo J.
Clarke, John J.	Hull, W. Gail R.
Crawley, Edward J.	Joyce, William J.
Fergus, William T.	Kane, Harold F.
Fish, D. Daniel	Kelly, Thomas E.

Kerg, Theodore	Richmond, Alfred G., Jr.
Kleinschnitz, Carl E.	Roth, Lawrence G.
Knittel, Frank W.	Rusnak, Michael V.
Krajick, Stephen C.	Scanlan, Charles
Krummert, Joseph, Jr.	Schwarzwelder, George L.
Lavelle, Thomas	Slattery, James E.
McFadden, Edward J.	Valko, Stephen J.
Monahan, James T.	Walsh, John V.
Reilly, Bernard T.	Walsh, Richard P.
Whelan, Russell F.	

First Year—Division B

Benisek, William J.	Longo, William J.
Bilek, Joseph	Lynch, Matthew
Bily, Stanley	Maher, James
Bitzan, Frank J.	McGinness, William F.
Charvat, Frank	Miley, Charles E.
Collins, Philip	Naughton, Frank H.
Doyle, Edward M.	O'Dea, Joseph
Feighan, Joseph	Podojil, Vincent
Gallagher, Joseph	Podsedly, John A.
Jira, William	Schluter, Paul
Johanek, George F.	Sinnott, William
Kearney, James P., Jr.	Skelly, William J.
Kocab, John	Toomey, William J. A.
Koch, G. Kenneth	Trhlin, Emil J.
Konas, Augustine	Vana, Joseph, Jr.
Krivanek, Frank	Whitty, William

First Year—Division C

Ahern, Walter	O'Reilly, Patrick J.
Chambers, John	Orenski, Theodore
Fleming, John J.	Riccardi, James
Garaja, John C.	Rusnacik, John J.
George, Norman J.	Ryan, E. Clyde
Gill, Joseph F.	Schaefer, Albert F.
Goebel, William	Schedick, Stanley J.
Kutz, Anthony B.	Smigel, Frank
Leonard, Urban A.	Smith, Ernest
McNicol, Hugh A.	Staab, Joseph
McNicol, William J.	Tengler, Harry P.
Mandula, Michael C.	Thoemmes, George F.
Matousek, Clarence E.	Tuhacek, John A.
Mellert, Carl V.	Walter, Joseph
Nunn, Leonard	Zweidinger, Carl

Special Class

Adolph Hammer

Alumni and Students' Organizations

The Alumni Association

The Alumni Association of St. Ignatius College was organized in the spring of 1903 and has for its object, "to keep up the friendship of college days, to promote Catholic education and to further the interests of the College." The Association holds an annual meeting about the time of the College Commencement, and other business and social meetings at the call of the Executive Committee.

EXECUTIVE COMMITTEE

Rev. William B. Sommerhauser, S. J. President of the College
William J. Raddatz President
Neil A. Collins Secretary and Treasurer

ADVISERS

Dr. B. Louis Spitzig, Joseph A. Schlitz, Rev. James M. Hanley,
Neil A. Collins, Dr. Frank J. Gallagher, William J. Raddatz,
John A. Smith, Dr. James L. Faragher.

Sodalities of the Blessed Virgin

The object of the Sodality of the Blessed Virgin is to foster in the students an earnest religious spirit, and especially a tender devotion to the Mother of God.

Sodality of the Annunciation of the Blessed Virgin Mary

SENIOR STUDENTS.

Established February 2, 1891.

Rev. Richard D. Slevin, S. J., Director.

OFFICERS.

First Term.

Charles A. Raynor.....	Prefect.....	Charles A. Raynor
Louis A. Litzler.....	} Assistants....	{ Louis A. Litzler
Paul S. Curran.....		{ Charles F. Hill
Thomas J. Doran.....	Secretary.....	Thomas J. Doran
Edmund F. Smrcina....	} Consultants....	{ Patrick T. Burke
Francis L. Becka.....		{ J. Raymond Ripton
Harry Gould.....		{ Thomas P. Chambers
George L. Warth.....		{ Edward A. Kikel
James L. Brennan.....		{ Edward Madaras
Julius J. Snyder.....		{ Warren D. Kilway
Joseph J. Kawolunas...		{ Jerome O. Hanley
Robert Briggs.....	} Organist.....	{ Thomas A. Cozzens
Joseph F. Walsh.....		{ William J. Fitzgerald
Lawrence W. Coughlin.....	Organist.....	Clarence Novy
Francis G. Kleinhenz...	} Sacristans....	{ ... Francis G. Kleinhenz
James Gallagher.....		{ Walter J. Fowler

Sodality of The Immaculate Conception

JUNIOR STUDENTS.

Established February 26, 1909.

Rev. William F. Hendrix, S. J., Director.

OFFICERS.

First Term.

Second Term.

Walter A. Dorsey.....	Prefect.....	John Buck
Charles A. Pollack.....	First Assistant...	Cornelius J. McLaughlin
Anthony J. Patton.....	Second Assistant.....	Anthony J. Patton
Cornelius J. McLaughlin.....	Secretary.....	Francis J. Mezera
Louis G. Carroll.....	}Consultors....	.....Louis G. Carroll
Jerry Cowan.....		.....Jerry Cowan
Frank J. Gross.....		.....Frank J. Gross
Bernard A. Hausmann..		.....Bernard A. Hausmann
Vincent M. Heffernan..		.....Vincent M. Heffernan
Leonard A. Smith.....		.....John M. Kandrac
Leo B. Mahoney.....		.....Leonard A. Smith
Raymond R. Matousek..		.....Henry J. McGinness
Francis J. Mezera.....	}Sacristans....	.....Raymond R. Matousek
John F. Mulchrone.....		.....Richard P. Walsh
Stephen Bojsko.....	}Organist.....	.....Stephen Bojsko
Robert E. McCarthy....		.....Robert E. McCarthy
John V. Walsh.....		John V. Walsh

The Apostleship of Prayer in League with the Sacred Heart

The Apostleship of Prayer in League with the Sacred Heart is a world-wide organization, of which there exists in the College a distinct and duly-erected Local Center, with membership open to all the students. The object of the association is to foster a manly and practical devotion to the Sacred Heart of our Lord and Its interests in the world, and to put in practice the law of universal charity by mutual prayer for the intentions of all Associates.

REV. WILLIAM F. HENDRIX, S.J., Director.

The Sanctuary Society of St. John Berchmans

The principal object of this Society is to add beauty and solemnity to Divine Worship by an active observance of the liturgic rites and ceremonies; as also to afford Catholic students, distinguished for excellent deportment, the honor of serving in the Sanctuary.

OFFICERS.

Mr. Joseph Roubik, S. J.....	Director
Raymond J. Gray.....	President
Stephen Bojsko.....	Vice-President
Walter A. Dorsey.....	Secretary
John Hayes.....	Treasurer
Norbert J. Preusser.....	Sacristan

The Senior Debating Society

The Society affords opportunity for acquiring skill in the art of speaking, gives much useful information to its members and develops in them a taste for literary studies. The usual exercises at the weekly meetings are the reading of original essays and the discussion of subjects of debate approved by the Moderator.

MR. WILLIAM J. YOUNG, S.J., Moderator.

OFFICERS.

First Term.

John W. Kegg.....	President.....
Aloysius A. Bungart.....	Vice-President.....
Louis A. Litzler.....	Secretary.....
George L. Warth.....	Treasurer.....

Second Term.

John W. Kegg.....	President.....
Aloysius A. Bungart.....	Vice-President.....
Louis A. Litzler.....	Secretary.....
George L. Warth.....	Treasurer.....

The Junior Debating Society

The object of this Society is to foster a taste for literature and to enable its members to acquire ease and facility in composition and in argumentative speaking. Debates, original essays and poems form the programme for the meetings, which are held every two weeks. The matter taken up in these meetings is a preparation for the more advanced work done in the Senior Debating Society.

Moderator.....Rev. William F. Hendrix, S. J.
 President.....James P. Cozzens
 Vice-President.....Robert H. Briggs
 Secretary.....Daniel I. Gallagher

The Students' Library

The object of the Library is to foster a taste for good and useful reading.

The Circulation Department, accessible to all students, comprises over four thousand volumes of choice literature, carefully selected with a view to the needs of the college students. Books are issued on all school days.

In the Reading Rooms, the leading Catholic journals and magazines, together with valuable works of reference, are placed at the service of the students, thus affording them ample opportunity of becoming acquainted with the current news, and of forming sound opinions upon important questions of the day. The Reading Rooms are open daily from 12 to 12:45 p. m.

THOMAS J. LYNAM, S.J., Director.

ASSISTANTS.

Howard W. Smith	Edward J. Hodous	Joseph Riccardi
James Maher	Francis Bitzan	

The Athletic Association

By means of this Association, encouragement is given its members to acquire the physical development and relaxation necessary for consistent work in the class room. Those only are permitted to play on a representative team who have attained proficiency in their various branches.

MR. ORMOND P. D'HAENE, S.J., Moderator.

OFFICERS

President.....	Albert J. Murphy
Vice-President.....	John W. Kegg
Secretary-Treasurer	Ralph A. Gallagher
Basketball Manager.....	Thorpe A. Gallagher
Baseball Manager.....	John W. Kegg

The Lecture Club

The Lecture Club is a student organization under the direction of a member of the Faculty. Its purpose is the giving of lectures on topics of Catholic interest, of an instructive and inspiring character. In the few months of the Club's existence it has given twenty-eight presentations of the lecture on Sister Therese of Lisieux, to audiences aggregating upward of 11,000 people. For the coming year other lectures will be prepared. Lourdes, Joan of Arc, St. Ignatius and His Work, The Middle Ages, are subjects which will be assigned members of the Club. The members are chosen from among the older students who show themselves apt speakers and display some interest in the art of public speaking.

The Club will be glad to respond to any call where they can be of service to the parishes, parish organizations, academies or schools.

The Scientific Academy

The Scientific Academy of St. Ignatius College was instituted on November 8. The purpose of the Academy is to promote personal endeavor along scientific lines by having the students prepare and deliver lectures on scientific subjects before the members of the Academy. Lectures from the graduates of the college or persons engaged in scientific work are occasionally delivered in order to stimulate greater interest in the members of the Academy by showing them the wide application that science has in the various departments of life. The real work of the society however is to have the students themselves prepare the subjects, since the good received by them in writing a lecture is far in excess of a great many lectures heard. The following officers were elected at the initial meeting of the Academy:

President.....	Mr. Aloysius Bungart
Secretary.....	Mr. Raymond Steiger
Treasurer.....	Mr. James Deering
Censors.....	Mr. George Novak
.....	Mr. James Brennan
Custodians.....	Mr. Edward McGraw
.....	Mr. Edward Hodous

Meetings are held every two weeks. The program for the past year was as follows:

DECEMBER 15, 1915.

The Panama Canal.....	Mr. William Murphy
The Louisiana Sulphur Deposit.....	Mr. Charles Hill

JANUARY 19, 1915.

The Early Inhabitants of Ohio and Their Relics.....	Mr. Aloysius Bungart
The Method of Determining Time.....	Mr. Thomas Doran

JANUARY 30, 1915.

The Purification of Milk.....	Mr. Charles Mills
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FEBRUARY 11, 1916.

The Science of the Motion Picture.....	Mr. Patrick Haggerty
Submarines.....	Mr. Raymond Gray

MARCH 1, 1916.

Immunity.....	Mr. Adam J. Keller, M. S.
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MARCH 14, 1916.

Bridge Construction.....	Mr. Paul Curran
Geysers.....	Mr. Edward Hodous

MARCH 28, 1916.

The Development of Illuminants.....Mr. Raymond Steiger
 Iron and Steel Processes.....Mr. James Deering

PUBLIC MEETING, APRIL 13, 1916.

Early Inhabitants of Ohio and Their Relics.....Mr. Aloysius Bungart
 Submarines.....Mr. Raymond Gray
 Method of Determining Time.....Mr. Thomas Doran

APRIL 14, 1916.

The Cyanide Process.....Mr. Louis Wright, Ch. E.

The St. Ignatius College Musical Association

Knowing the high value of music as an educational factor, the College encourages the students in their musical efforts.

VOCAL MUSIC.

All the students are instructed in accordance with the Motu Proprio of Pius X, daily to take part in congregational singing at religious exercises.

The Senior and Junior Glee Clubs and the Church Choir give ambitious singers a chance to develop their abilities. Vocal culture, accompanied by instruction in correct musical interpretation are given to members individually and in common rehearsals.

INSTRUMENTAL MUSIC.

Careful attention is given to individual players, to various instrumental combinations and especially to the College Orchestra in order to develop musical appreciation and the understanding of the various forms of composition, popular and classic.

PUBLIC LECTURES

COLLEGE AUDITORIUM

by

REV. F. J. HAGGENEY, S.J., Professor of Psychology

Jan. 18 The Imaginative Element in Sense-Perception.

Jan. 25 Second Sight.

Feb. 1 Mind Diseases and Mind Cures.

Thanksgiving Day Celebration

PROGRAMME.

Caramba (March).....	Laurendeau
Address.....	J. Harold Traverse, '19
Apple Blossoms (Reverie).....	Roberts
Victory Forever (March).....	Moon
Address.....	Patrick T. Burke, '16
Musical Selections by the College Orchestra.	

Christmas Entertainment

PROGRAMME.

Apollo Overture.....	College Orchestra
Noel (Tenor Solo).....	Edwin O'Shea
O Holy Night (Soprano Solo).....	Robert McCarthy
Flower Song.....	College Orchestra
A Sad Story.....	College Glee Club
A Happy New Year.....	Sopranos and Altos
The Aide-de-Camp.....	College Orchestra
Remarks by the Rev. President of the College.	

Washington's Birthday Celebration

PROGRAMME.

March—"Cheerfulness".....	College Orchestra
Song—"A Little Bit of Heaven".....	William T. Whitty
Declamation—"Star-Spangled Banner".....	Joseph O'Dea
Sailor's Song.....	Edward F. Madaras
Address.....	Louis A. Litzler, '16
"America"	College Orchestra
Remarks by the Rev. President of the College.	

Entertainment in honor of Very Rev. A. J. Burrowes, S.F., Provincial

PROGRAMME.

Spanish Fandango.....	College Orchestra
Soldier's Farewell.....	College Glee Club
Loin du Bal.....	College Orchestra
Address.....	Very Rev. Fr. Provincial
Victory Forever.....	College Orchestra

For the King Eternal

A drama of the days of Diocletian, presented by the Students of
St. Ignatius College, Cleveland Theatre, February 16, 1916.

CAST OF CHARACTERS.

Theodore (Deusdedit)	Roman Centurion.....	James P. Cozzens
Chrysanthus, his friend.....	Stephen J. Foerstner	
Diocletian, Roman Emperor.....	John W. Kegg	
Galerius, Caesar.....	Joseph P. Walsh	
Hierocles, Governor of Pontus.....	Frank A. Brucker	
Drusus, attendant of Emperor.....	Warren P. Kilway	
Fabricius, secretary to Emperor.....	Paul A. TePas	
Senators.....	{ Edmund F. Smrcina Edward A. Kikel Harry C. Nash J. Harold Traverse	
Hierax	{ Priests of Cybele.....	{ Roy G. Bourgeois
Hierophon		{ Frank L. Becka
Anthimius, blinded for the Faith.....	Thomas A. Copp	
Narcissus	{ his sons.....	{ Ralph J. McMonagle
Elpidius		{ Walter J. Ahern
Quinctus, Praetor of Amasea.....	Daniel I. Gallagher	
Metellus, his secretary.....	Julius J. Snyder	
Cephas	{ Christians of Amasea.....	{ James Brennan
Marcus		{ John P. Culliton
Herald of Amasea.....	Edward T. Carney	
Castor	{ Roman guards.....	{ Aloysius A. Bungart
Pollux		{ Edward F. Madaras
Ajax		{ Arthur C. Brickel
Hector		{ George L. Warth
Agrestes, Nubian slave-boy.....	Robert E. McCarthy	
Angel, messenger to Theodore.....	Robert H. Briggs	
Egenus, Christian beggar.....	William T. Moran	
Hyphax, wounded in battle.....	Ralph A. Gallagher	
Attendants in Temple of Cybele.....	{ Charles A. Holan Cornelius J. McLaughlin	
Lictors.....	{ James A. Vevera Elmer T. Caldwell	
Soldiers:		
	Francis G. Kleinhenz, Victor E. Black, Herbert G. Roth, Albert A. Hill, Wenceslas A. Uhler, Harry Sands	
Pages to Diocletian:		
	George M. Novotny, James P. Kearney, John V. Walsh, William T. Whitty	
Citizens of Amasea:		
	Thomas A. Cozzens, James W. Mally, John E. Kane, Wenceslas E. Sroub, Charles A. Raynor, Norbert J. Preusser, John Peter, Walter A. Dorsey	
Pagan Boys of Amasea:		
	Leonard A. Smith, Louis G. Carroll, Stewart Gallagher, William J. Giblin, Stanislaus P. Nemec, Raymond R. Matousek, Cyrilus J. Marquard, Daniel Fish	
Assistants to Director:		
	Edward J. Hodous, Edward A. McDonnell	

Ushers:

Patrick J. Burke, Anthony M. Harks, Charles F. Hill, August J. Kleber, Louis A. Litzler, Albert A. Murphy, Raymond Ripton, Thomas P. Chambers, James S. Deering, Thorpe A. Gallagher, Edward W. McGraw, William J. Murphy, Andrew Sommer, Thomas J. Doran, Jerome O. Hanley, Howard W. Smith

Acknowledgment for courtesies is made to the Rev. Fathers of St. Stanislaus, Brooklyn; to Mr. Robert D. Delmege; to the M. A. Spitzig Co.; to the T. J. Klegg Floral Co. and to the Theodor Kundtz Co.

THE SCENES.

ACT I.

- 1 Antechamber of the Caesar Galerius, in Diocletian's palace at Nicomedia.
- 2 Council chamber of Diocletian.

PERSECUTION!

ACT II.

Forest Glade near Amasea in Pontus.

THE COMMANDER-ELECT; STRUGGLE OF CHRYSANTHUS.

ACT III.

The home of Anthimius in Amasea.

CHRISTIAN BOYHOOD; A FATHER BLINDED

AND BEREAVED FOR THE FAITH.

ACT IV.

- 1 Public place in Amasea.
- 2 The home of Anthimius.

THE EDICT PUBLISHED; THE DIVINE COMMAND.

ACT V.

- 1 Sacred gardens before the Temple of Cybele in Amasea.
- 2 Council chamber of Diocletian, Nicomedia.

ACCOMPLISHMENT; THE CROWN.

Theodore is an historical character, one of the martyrs of the Church in the persecution of Diocletian. Having destroyed a pagan temple, he was still offered honors in place of punishment on condition of bowing to the gods. His firm refusal brought him the crown of martyrdom.

MUSICAL PROGRAMME

College Orchestra

OVERTURE

Apollo	L. P. Laurendeau
Loin du Bal.....	E. Gillet
Mercedes.....	L. P. Laurendeau
Fruehlings Erwachen.....	E. Bach
Flower Song.....	G. Lange
Celestia—Valse.....	Lee Olean Smith
Apple Blossoms.....	Kathleen A. Roberts
Simple Aveu.....	Francis Thome

FINALE

Caramba March.....	L. P. Laurendeau
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MEMBERS OF ORCHESTRA

Director—Rev. Victor Winter, S. J.

Stephen R. Andrisek	Raymond J. Gray	Charles E. Miley
Stephen Bojsko	Walter J. Habert	Clarence W. Novy
Francis A. Charvat	Ambrose A. Heimann	Cornelius Patton
Albert J. Clarke	Gerard J. Hessoun	Joseph Riccardi
Jerry Cowan	William A. Jira	John I. Schaefer
Edward J. Crawley	Andrew T. Kundmueller	Eugene J. Schultz
Edward M. Doyle	William J. Longo	George Schwarzwelder
James Gallagher	James J. Maruna	Harry P. Tengler
Joseph Gallagher	Robert E. McCarthy	Michael Tichler
	Lawrence S. Mezera	

Concert by Glee Club and Orchestra

CLEVELAND THEATRE, MAY 17, 1916

For the benefit of the Missions in Central America.

PROGRAMME.

Overture—"Martha".....	Friederich Flotow
Orchestra	

PART I.

In Fair Andalusia.....	Victor Herbert
Glee Club and Orchestra	

Tenor Solo—Anthony J. Harks

The Great Divide.....	Louis Maurice
Orchestra	

Skylark and the Dawn.....	Victor Winter
William F. McGinniss and Sextette	

In the Mill.....	Ernest Gillet
String Quintette	

Souvenir.....	Franz Drdla
John I. Schaefer	

Cradle Song.....	Carl Latann
String Quintette	

Song of the Nightingale.....	M. Keller
Wm. T. Sinnott and Wm. T. Whitty	

Tres Jolies.....	Emil Waldteufel
	Orchestra
Second Hungarian Rhapsody.....	F. Liszt
	Mr. Thos. B. Brown
Gems from the Operas.....	Thos. B. Brown
	Mr. Thos. B. Brown
Beaucaire Waltzes.....	Emil Ascher
	Orchestra

PART II.

Chimes of Warning—Operetta in Two Acts
Glee Club and Orchestra

Act I. Outskirts of the Capital of Waldburg—Shall Injustice Prevail?
Act II. In the Greenwood—Trust Rewarded.

CHIMES OF WARNING: "The hermit suspended a bell across the limbs of a great oak tree in front of his hut, which he tolled, so the saying goes, by an impulse from heaven, whenever anyone was in danger of temptation or bodily harm. The custom still prevails at the present time, the good monks in the chapel having inherited the instinct which the hermit possessed."

CAST OF CHARACTERS.

Percival, Prince Regent of Waldburg.....Francis A. Brucker
Count Rupert.....James S. Deering
Count Leopold.....Thomas G. Morris
Nobles.....

Wenceslas E. Sroub, Geo. L. Warth, Norbert J. Preusser,
Charles A. Raynor.

Alexis Forster, the Gamekeeper's Son.....Wm. T. Whitty
Karl Krag, Poacher on the Prince's Reserves.....Roy G. Bourgeois
Bluster, Police Commissioner.....Edward F. Madaras
The Town Crier.....J. Harold Traverse
Franz Wanderer, a Returning Traveler.....Edwin O'Shea
Happy Hans who "just jogs along".....George L. Schwarzwelder
Waxem, the Cobbler.....Stephen J. Foerstner
Stichem, the Tailor.....Louis J. Perme
Chopem, the Butcher.....Joseph B. Glavich
Kneadem, the Baker.....Victor E. Black

Townsmen, (Remaining Members of the Glee Club): Anthony J.
Harks, Joseph A. Heidelberg, George P. Novak, James F.
Slowey, Daniel I. Gallagher, Edward J. Hodous, Ralph J.
McMonagle, John Peter, Frank J. Gross, Bernard A.
Hausmann, Stephen W. Jacobson, Donald Adams.

MEMBERS OF ORCHESTRA.

Joseph J. Aldrich	Walter J. Habert	Joseph Riccardi
Stephen Bojsko	Ambrose A. Heimann	Alfred G. Richmond
Francis A. Charvat	Gerard J. Hessoun	John I. Schaefer
Albert J. Clarke	Andrew T. Kundmueller	Geo. L. Schwarzwelder
Joseph B. Corrigan	William J. Longo	Alfred M. Smith
Jerry Cowan	James J. Maruna	Leonard A. Smith
Edward J. Crawley	Robert E. McCarthy	Clement A. Steuer
Edward M. Doyle	James W. Mally	Francis M. Surtz
Walter Doyle	Raymond R. Matousek	Harry P. Tengler
James Gallagher	Lawrence S. Mezera	Michael Tischler
Joseph Gallagher	Raymond J. Noonan	Wenceslas A. Uhlir
Raymond J. Gray	Clarence W. Novy	John V. Walsh

Contest in Oratory

For the LITZLER Medal.

LIBRARY AUDITORIUM.

April Twenty-sixth, Nineteen Hundred and Sixteen.

PROGRAMME.

On the Shores of Italy—Piantadosi.....	College Orchestra
John of Arc.....	Patrick T. Burke, '16
What's the Matter With Man?.....	Raymond J. Gray, '18
When It's Moonlight in Mayo—Wenrich.....	College Orchestra
Dream of the Soldier Saint.....	Ralph A. Gallagher, '18
Illiteracy Test.....	Aloysius A. Bungart, '17
Regimental Pride—Heed.....	College Orchestra
Embargo On Munitions.....	Thorpe A. Gallagher, '17
The Need of Social Activity.....	John W. Kegg, '16
Solo—Out In the Green Fields (Solomon).....	William Sinnott

DECISION OF JUDGES.

Good Night—Ascher.....College Orchestra

JUDGES.

Rev. C. Hubert Le Blond

Dr. Ignatius W. Matuska

Mr. Robert Fischer

Contest in Elocution

LIBRARY AUDITORIUM.

May Tenth, Nineteen Hundred and Sixteen.

PROGRAMME.

Victory Forever—H. Moon.....College Orchestra

THE HIGH SCHOOL.

SECTION I—(FIRST YEAR).

The Fiddle Told.....	Hugh A. McNicol
The Raggedy Man.....	Joseph G. Krummert
The Gift of Tritemius.....	James Maher
Hello.....	Joseph F. Gill
May Flowers—E. Boettger.....	College Orchestra

SECTION II—(SECOND YEAR).

Dollars and Dimes.....	James J. Corrigan
The Dandy Fifth.....	William J. Giblin
William Tell.....	Aloysius J. Mellert
Prior to Miss Belle's Appearance.....	Robert E. McCarthy
Flower Song—G. Lange.....	College Orchestra

SECTION III—(THIRD AND FOURTH YEARS).

The Gladiator's Reply.....	Roy G. Bourgeois
Clarence's Dream.....	Francis G. Kleinhenz
Dagger Scene from Macbeth.....	J. Harold Traverse
Prentiss' First Plea.....	Joseph Riccardi
America, I Love You—A. Gottler.....	College Orchestra

THE COLLEGE.

Freshman and Sophomore.

The Battle.....	Stephen J. Foerstner
Catiline's Defiance.....	William J. Keefe
Cassius Instigating Brutus.....	Arthur C. J. Brickel
Rienzi's Address.....	John P. Culliton
Image of the Rose—G. Reichardt—Vocal Solo.....	
.....	William F. McGinness

DECISION OF JUDGES.

Caramba, March—L. P. Laurendeau.....College Orchestra

JUDGES.

Mr. Adam J. Keller Dr. Eugene O. Houck Dr. James L. Faragher

Thirtieth Annual Commencement
of
St. Ignatius College
June 21, 1916

The Degree of Bachelor of Arts was conferred upon

Francis L. Becka

Patrick T. Burke

Anthony J. Harks

Charles F. Hill

John W. Kegg

August J. Kleber

Louis A. Litzler

Albert J. Murphy

J. Raymond Ripton

Edmund F. Smrcina

The Highest Honors of the Graduating Class were won by

CHARLES F. HILL.

Donor of Medal: Very Rev. John P. Michaelis, D. D.

College Prizes

Annual Intercollegiate Latin Contest

April 5, 1916

The students of the Sophomore and Freshman Classes of the ten Jesuit Colleges of the Missouri Province took part in this contest.

Subject: Part I, "An Appeal to the Pity of the Court."

Part II, Extract from Livy, Bk. 37.

The Prize, a Gold Medal, is presented by Very Rev. A. J. Burrowes, S. J., Provincial of the Missouri Province.

Third Place: Thomas P. Chambers, '17, St. Ignatius College, Cleveland.

Seventh Place: Raymond E. Craft, '18, St. Ignatius College, Cleveland.

Eighth Place: Arthur C. J. Brickel, '17, St. Ignatius College, Cleveland.

Tenth Place: Thomas J. Doran, '18, St. Ignatius College, Cleveland.

Oratory

The Gold Medal was merited by
JOHN W. KEGG, '16.

Donor of Medal:

MR. LOUIS I. LITZLER.

Elocution

The Gold Medal was merited by
STEPHEN J. FOERSTNER, '17.

Donor of Medal:

REV. JOSEPH F. SMITH.

High School Prizes

Contests of Elocution

The Gold Medal in the First Section, Fourth and Third Years,
was won by

ROY G. BOURGEOIS.

The Gold Medal in the Second Section, Second Year,
was won by

WILLIAM J. GIBLIN.

The Gold Medal in the Third Section, First Year,
was won by

HUGH A. McNICOL.

Donors of Gold Medals for Highest Honors in the College and High
School Classes and in Elocution:

Rev. Francis T. Moran, D. D.

Rev. Francis J. Hroch

Miss Jane F. Spitzig

Rev. Nicholas Pfeil

Rev. Anthony Hynek

Misses Emma and Kathryn Smith

Alumni Association, St. Ignatius College

A Friend

Thirtieth Annual Commencement

B. of L. E. Hall

Wednesday, June 21, 1916, at 8 P.M.

PROGRAMME.

Distribution of High School Prizes and Certificates.

Oration—Patriotism.....Patrick T. Burke

Oration—A Country's Heroes.....John W. Kegg

Valedictory.....Albert J. Murphy

Conferring of Degrees

Award of College Prizes

Address to the Graduates by

M. P. Mooney, LL. B.

Musical Selections by the College Orchestra

General Summary

College	71
High School	255
Loyola High School.....	170
Total.....	<hr/> 496

Announcements

FOR 1916.

Matriculation—Owing to the rush of new students immediately before the Fall Opening, parents are requested to enter their sons as soon as possible after August 15. Office hours from 9 to 12 a. m.

Dates for Conditioned Examinations—Latin, Aug. 25; Mathematics, Aug. 21; Christian Doctrine, Aug. 23; Modern Languages, Aug. 25; Greek, Aug. 24; English, Aug. 22; Chemistry, Aug. 24; History and Physics, Aug. 26. All Conditioned Examinations at 9 a. m.

Entrance Examinations will be held on Saturday, August 26, at 9 a. m.

Fall Opening—Tuesday, September 5, 1916.

5H
16-18

CATALOGUE
OF
ST. IGNATIUS COLLEGE
CLEVELAND, OHIO



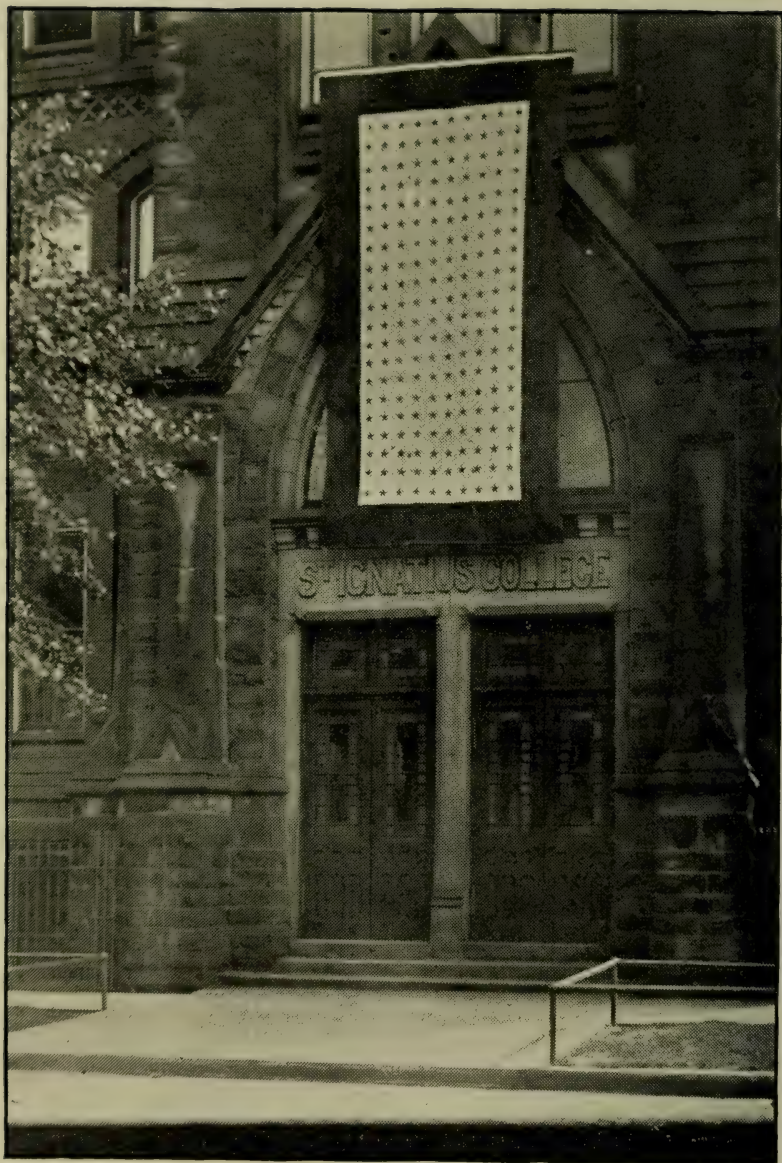
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Unfurled 1918**

A. M. D. G.



CATALOGUE
OF
ST. IGNATIUS COLLEGE
CLEVELAND, OHIO



THE COLLEGE INCORPORATED 1890

1916 - 1917 - 1918
FEBRUARY, 1918

NO CATALOGUE WAS ISSUED IN JUNE, 1917

College Calendar

1918

February 4,	Second Semester begins.
February 22,	Washington's Birthday.
March 20,	Intercollegiate English Contest.
March 23,	Annual Retreat.
March 25,	Easter Recess.
April 2,	Classes resumed.
April 8,	Intercollegiate Latin Contest.
April 17,	Quarterly Assembly.
May 8,	Oratorical Contest.
May 22,	Elocution Contest.
May 30,	Decoration Day.
May 31,	Closing Exercises of the Sodality.
June 5,	Annual Examinations.
June 21,	Annual Commencement.
August 21-24,	Conditioned Examinations.
September 10,	Registration—Session begins.
September 11,	Solemn Mass of the Holy Ghost.
September 16,	Sodality organizes.
September 18,	Literary Societies organize.
November 28,	Solemn Requiem Mass for the Deceased Professors and Students.
November 13,	Quarterly Assembly.
November 20,	Thanksgiving Day.
December 23,	Christmas Recess begins.

1919

January 3,	Classes resumed.
January 21,	Mid-Year Examinations.

Board of Trustees

REV. WILLIAM B. SOMMERHAUSER, S. J.

President

REV. THOMAS J. SMITH, S. J.

Vice-President

REV. FRANCIS J. HAGGENEY, S. J.

Secretary

REV. JOHN B. NEUSTICH, S. J.

Treasurer

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REV. JAMES J. DOYLE, S. J.

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Vice-President

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Treasurer

REV. JAMES A. KLEIST, S. J.

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REV. MICHAEL ZOELLER, S. J.

Chaplain

Faculty

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President

REV. THOMAS J. SMITH, S. J.
Dean of the Faculty

REV. FRANCIS J. HAGGENEY, S. J.
Professor of Philosophy, Political Economy and Evidences of
Religion

REV. FREDERICK L. ODENBACH, S. J.
Professor of Biology, Geology and Astronomy
Director of the Meteorological Observatory

REV. JAMES J. DOYLE, S. J.
Professor of Latin, French and Evidences of Religion

REV. JAMES A. KLEIST, S. J.
Professor of Logic and Greek

REV. FRANCIS S. BETTEN, S. J.
Professor of History and German

REV. SIMON A. BLACKMORE, S. J.
Professor of English

MR. LIONELL V. CARRON, S. J.
Professor of Latin, Greek and English

MR. LEO J. VOLLMAYER, S. J.
Professor of Physics and Mathematics

MR. EUGENE A. BORK, S. J.
Professor of Chemistry and Mathematics

REV. VICTOR WINTER, S. J.
Director of Music

MR. THOMAS S. CONRON, S. J.
Faculty Director of Athletics

MR. JOSEPH ROUBIK, S. J.
Director of Students' Library

Historical Sketch

St. Ignatius College owes its origin to the Rt. Rev. Richard Gilmour, the second bishop of the Cleveland diocese. As a great champion of higher learning, he earnestly desired the erection of a College for the education of the Catholic youth of the city, and expressing this desire to the Jesuit Fathers, he invited them in 1880 to undertake this new educational venture. The Rev. J. B. Neustich, S. J., was appointed to be the founder and first acting president of the new institution. Having purchased a site on West 30th street and Carroll avenue, he at once began the construction of a temporary, but substantial frame building, and within a year had all in readiness for September 6, 1886, when numerous eager College students registered at the opening of the first College session. That the temporary structure would soon prove inadequate was foreseen, and in the meanwhile plans had been made for a stately five-story brick edifice at the cost of \$150,000. When its north-eastern wing was completed and thrown open to the public in September, 1888, the number of students had more than doubled.

St. Ignatius College throughout its whole career has been guided by a succession of men who united in a rare degree great intellectual gifts and scholarly attainments with a breadth of view and worldly wisdom which spell success. In 1888 Rev. Henry Knappmeyer, S. J., became President, and during his regime a steady progress was marked and so great was the growth in numbers that the need of increased facilities for handling every department of College activities led him to erect the second or western wing of the present building. During his incumbency the College was incorporated by the Secretary of State with the power to confer such academic degrees and honors as are conferred by colleges and universities of the United States. His successor was the Rev. Joseph La Halle, S. J. As an eminent schoolman he gave special attention to the strict grading of the classes and to the standardization of studies

and also established the Meteorological Department. The next President was chosen from among the members of the Faculty of the College. It was the Rev. G. F. Schulte, S. J. During his term of office the Commercial courses were discontinued. Thereafter only students for the Classical course were admitted to the College. In 1902, Rev. John I. Zahm, S. J., took up the government of the College. His most important achievement was the total separation of High School and College and the rounding out of the College course by the addition of the Department of Philosophy. He was succeeded in office by Rev. George Pickel, S. J., who brought the Scientific Department of the College up to a high standard of excellence, which it has maintained up to the present. Furthermore, to remedy the overcrowded conditions he opened Loyola High School on Cedar avenue and East 106th street. At the close of his term, he was followed by the Rev. John B. Furay, S. J. The new President not only continued the policy of his predecessors but enlarged it. He bent every effort to preserve the high literary standard of the College. He believed, moreover, that some concessions to the spirit of the times should be made by giving the students greater opportunities and better facilities for athletics in the College, under the direct supervision of the Faculty. In pursuance of this idea he supervised the erection of a spacious and fully equipped gymnasium. The Musical Department of the College now occupies a commodious apartment in a wing adjoining this building. He arranged, moreover, courses of public lectures by the members of the Faculty, and encouraged the organization of scientific societies among the students.

Since August, 1915, the present incumbent, Rev. William B. Sommerhauser, S. J., has been at the head of St. Ignatius College. Under his management various college activities were given a new impulse. Glee clubs, an orchestra, dramatic and scientific societies were formed and encouraged. The College course now consisting of four years has reached that degree of efficiency where it meets the requirements of time and standards of instruction demanded by high-grade scientific and literary institutions of the present day.

"Lumina," the magazine of the College, was established to promote a taste for journalism and literary excellence among the students. The College also opened its lecture halls to the United States Naval Auxiliary Reserves. Several classes in higher Mathematics are conducted by the professors of the College to give to the two hundred Reserves who are now attending an opportunity of repeating the matter which will be required of them on entering Naval Training Schools.

Exclusive of these there are at present 520 students attending the College and High Schools under the supervision of the Fathers of the Society of Jesus in Cleveland.

System of Education

The system of education followed in St. Ignatius College is the same as that of all other colleges of the Society of Jesus. It is based upon and guided by the principles set forth in the far-famed *Ratio Studiorum*. This *Ratio*, a body of rules and suggestions, framed by the most prominent Jesuit educators, is the product of experience and the best results attained in the greatest universities of Europe at the most flourishing period of their existence. It has been attended up to the present day with unfailing success.

The system, psychological in its methods, is based upon the nature of man's mental process of development. While securing the stability most essential to educational thoroughness, it makes in its elasticity due allowance for the varying circumstances of time, place, and condition. Retaining all that is admittedly valuable in the older experienced schools of learning, it accepts and utilizes the best results of modern progress. In fact, many of the recent popular methods of teaching are nothing more than revivals of devices recommended long ago in the *Ratio Studiorum*.

The Jesuit system of education aims at the full and harmonious development of all those faculties that are distinctive of man. Its main purpose is not mere instruction or communication of knowledge; since the acquisition of knowledge, though necessarily accompanying any correct system of education, is only a secondary result; for learning is but an instrument of education, whose main purpose is culture and mental and moral development.

This purpose of education in view, it is evident that such studies in sciences and languages should be chosen as will most effectively secure the end proposed. It is vain to compel a student of immature faculties to study within the very limited period of his college course a multiplicity of the languages and sciences into which the vast world of modern knowledge has been scientifically divided. Hence, if, for instance, two or more sciences impart similar training

to some mental faculty, the one which combines the most effective training with the largest knowledge is given preference.

The purpose of the college course is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While affording mental stability it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of specialization on the part of students who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and to the scientific unfolding of knowledge. They are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

That different studies have distinct and peculiar educational values is a fundamental principle in the Jesuit system of education. Mathematics, the Natural Sciences, Languages and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one can not be supplied by another. The best modern educators are beginning to realize more and more that prescribed courses which embrace well-chosen and co-ordinated studies, afford a more efficient means of mental cultivation and development. One or more of such systematic courses, as the Classical and the Scientific, may be offered in consideration of the future career of the student. While recognizing the importance of Mathematics and the Natural Sciences, the Jesuit system of education has always kept Language and History in a position of honor as leading factors in mental culture. Mathematics, it is true, and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the deductive and inductive powers of reasoning; but Language and History affect a higher union, for they are manifestations of spirit to spirit, and by their

study bring the whole mind of man into the widest and subtlest play. Since the acquisition of language especially calls for delicacy of judgment and fineness of perception, and for a constant and quick use of the reasoning powers, special importance is given to the classic tongues of Greece and Rome. These languages having a structure and an idiom remote from the language of the student, their study lays bare before him the laws of thought and logic, and requires attention, reflection, and analysis of the fundamental relations between thought and grammar. Hence, language holds a permanent position of honor as an instrument of culture.

Greater stress, however, is laid on mental and moral philosophy, not only for the influence such study has in mental development, but also for its power in steadying the judgment of the student in his outlook on the world and on life. Rational philosophy, as a means of developing young manhood, is admittedly an instrument of strength and effectiveness. But to obtain these results, philosophy must be such in reality as well as in name. It must not consist in vague gropings after light, in detailing the vagaries of the human mind without venturing to condemn them, in reviewing contradictory systems without any expression of opinion as to the fatal defects which caused them to be discarded. Philosophy, according to the Jesuit system of education, does more than this. It formulates a logical, unified, complete system of mind-culture in harmony with well-known laws of human thought, and in the defense of definite propositions expressive of truth, it rises to the dignity of science. With such a definite system to defend against every attack, the mind becomes more acute and plastic, the logical powers are strengthened, the value of proof is properly estimated, the vulnerable points of error are readily detected and truth comes forth triumphant from every conflict of mind with mind.

The Jesuit system of education does not share the illusion of those who imagine that education while enriching and stimulating the intellectual faculties, also exercises a moral influence on human life. Experience proves that knowledge and intellectual development have of themselves

no moral efficacy. This fact established, the Jesuit system aims at developing, side by side, the moral and intellectual faculties of the student and at sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge without a guiding and controlling force, the principal faculties to be developed are the moral faculties; for morality is the underlying basis, the vital force supporting and animating the whole organic structure of education, and in consequence it must be taught continuously. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illumining what is noble and exposing what is base, and thus giving to the true and false their relative light and shade. In brief, the purpose of Jesuit teaching is to lay a solid substructure of science, professional and special, and for the building up of moral life, civil and religious.

Acknowledgments

The College, like all private educational institutions, is dependent on its friends for every necessary aid in prosecuting and developing its work, and it trusts to their generosity and their zeal for the higher things for help in bringing desired improvements to a successful issue. The President and Faculty wish to express their grateful appreciation of the kindly spirit manifested by those who are active in forwarding the interests of the College. They wish also to acknowledge with thanks, the following donations:

Official Bulletin, by Committee on Public Information.

Congressional Record, by Library of Congress.

Messrs. Allyn and Bacon, Publishers, 2 Vols.

Monsignor Houck, 1000 Vols.

Monthly Review, by U. S. Department of Labor.

Bulletins, by U. S. Department of Agriculture.

Bulletins and other Publications, by U. S. Bureau of Education.

Bulletins and other Publications, by U. S. Bureau of Labor.

The Ohio Public Health Journal, by Ohio State Department.

The Open Shelf, by Cleveland Public Library.

The Bulletins of the Catholic Educational Association.

Frenzied Liberty, by Otto H. Kahn.

The Poison Growth of Prussianism, by Otto H. Kahn.

The Irish Home Rule Convention, by Mr. James Byrne.

Exposition of Christian Doctrine, 3 Vols., by John J. McVey, Publisher.

Abstract Bulletin, Vol. I, No. 2, of Nela Research Laboratory.

Twenty-eight volumes to the Scientific section of the Library, by John P. Bork.

A valuable donation to the Chemical department, by John P. Bork.

Fifty Volumes and Bulletins to the Scientific section of the Library, by U. S. Geological Survey.

Ten volumes, by U. S. Bureau of Mines.

Twelve Publications and Bulletins, by Ohio Experiment Station.

Section of oak pipe from the first New York Water Works, by John H. Farley.

Seven Hundred Biological Slides, by E. P. Neary.

Steel Springs for the 2400-lb. Vertical Pendulum, by M. M. McIntyre and The Perfection Spring Company.

Moral Training

In its moral training the College aims at building the conscience of its students for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for this fulfillment; and, as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. The Catholic students are required to attend the classes in Christian Doctrine, to be present at the Chapel exercises, to make an annual retreat and to approach the Sacraments at least once a month.

Discipline

Regularity in attendance, earnest application to work assigned, conformity to the regulations, and gentlemanly conduct are required of all the students of the Institution. Any serious neglect in these essential points will render the offender liable to effective correction, and even to dismissal.

The College does not hold itself responsible for offenses committed out of its jurisdiction; yet any conduct that is detrimental to the reputation of the Institution, or that hinders the advancement or moral good of other students, is sufficient cause for suspension or expulsion.

Sessions

The College year begins on the second Monday in September, and includes thirty-six weeks, which are divided into Fall and Spring terms, or semesters, of eighteen weeks each. There is a Christmas Recess of one week, and an Easter Recess of five days. Classes are not held on National Holidays nor on days observed as Holydays of obligation in the Catholic Church. Thursday is the regular weekly holiday. Commencement day takes place during the third full week in June.

Recitation Hours

All students are required to be present at 8:30 A. M., unless they are excused by the Dean. Regular class recitations begin at 9:00 A. M. and continue, with a Noon Recess, until 2:25 P. M.

Attendance

As regular attendance is an important element in class standing and an essential condition for successful work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, for tardiness, or for permission to withdraw before the close of the daily session, a note from the parent or guardian will invariably be required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitations or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal.

It is highly important that all students be present on the day of re-opening after vacations, as the regular class work begins at once. Not only do students suffer greatly by missing the introductory lessons of their respective classes, but in consequence thereof great inconvenience is caused to the Professors. Latecomers and those leaving before the vacations forfeit five per cent of their general average for the semester and will not be allowed to compete for class honors.

Home Study

All the endeavors of the Faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately twenty hours each week are spent in class work; and to prepare the recitations and exercises for this work, as well as to review the matter previously seen, about three hours daily are required. Parents and guardians are, therefore, respectfully urged to insist on this application.

Grades of Scholarship

The student's progress is indicated by the combined results of his examinations and class work. Class work is the record of the student's attendance and of his satisfactory work during the recitation periods. Each subject is estimated on the basis of 100%. An average below seventy-five is unsatisfactory; 70% is the passing mark; 50% is a failure; and from 50% to 69%, inclusive, is reckoned a condition.

Reports

After each set of tests and examinations, a report of the student's standing is sent to the parents or guardian. The Dean should be notified if the reports are not received in due time.

Parents and guardians should observe that absence and tardiness, even though excusable, affect the class-work and, consequently, the student's standing and his chances for promotion.

Communications

Due notice should be given to the Dean of a change of residence, or the contemplated withdrawal of a student.

Expenses

As the Institution is not endowed, it is entirely dependent for its support on the fees paid for tuition.

Entrance fee, \$5.

Tuition, per session of ten months for all classes, \$60.

Library fee, \$1.

Gymnasium and Athletic Association fee, \$2.

Students of Biology, Chemistry and Physics pay \$10 per session for the use of the apparatus.

Diplomas for Graduates in the Classical Course, \$10.

Conditioned examinations, \$1.

Conditioned examinations on days other than those assigned by the Faculty, \$2.

Payments must be made quarterly or semi-annually in advance. The account for tuition dates from the day of the student's entrance. No deduction is allowed for absence, save in case of dismissal or protracted illness. The session is divided into quarters, beginning respectively about the 1st of September, the 15th of November, the 1st of February, and the 15th of April. No student will be admitted to a semester examination or to the final examination for graduation if any bills remain unpaid.

Equipment

The College affords its students every facility for mental, moral and physical development. Its class rooms and lecture halls are spacious, bright and well ventilated. It has a large gymnasium, with locker rooms and shower baths adjoining.

In the Department of Science the lecture rooms are fitted out with the latest improved devices, and laboratories are generously provided with suitable apparatus and materials for experimental work in Chemistry, Physics and Biology.

Library

The College Library is classified according to the Dewey decimal system, and contains about ten thousand bound volumes. The Students' Library, to which the students have access at all times, contains four thousand five hundred volumes, selected for special needs. In connection with this library is a well-appointed reading room, which affords ample opportunities for obtaining information upon current topics. Many leading magazine reviews and journals, and a valuable collection of works of reference, are at the service of the students.

High Schools

The better to secure the results aimed at in its educational work, and to arrange a more perfect co-ordination between High School and Collegiate studies, the College has deemed it advisable to maintain a closely affiliated system of High Schools. Their purpose is to fit their pupils to meet the College entrance requirements by offering a programme of studies based upon those fundamental principles and methods which, in the judgment of the Faculty, underlie alike the work of the High School and the College. There are at present two of these Schools: St. Ignatius High School, situated at 1915 West 30th street, and Loyola High School, 10620 Cedar avenue. Catalogues containing the Course of Studies and other information, may be had on application to the respective Principals.

Prizes

Moran Senior Philosophical Medal.—A gold medal for Highest Honors in Senior class of Philosophy is offered by the Rev. Francis T. Moran, D.D., Rector of St. Patrick's Church, Cleveland.

The Pfeil Junior Medal.—A gold medal for the Highest Honors in Junior class is offered by the Rev. Nicholas Pfeil, Rector of St. Peter's Church, Cleveland.

The St. Ignatius Alumni Medal.—A gold medal for the Highest Honors in Sophomore class is offered by St. Ignatius Alumni Association.

The Hroch Freshman Medal.—A gold medal for the Highest Honors in Freshman class is offered by the Rev. Francis J. Hroch, Rector of St. John Nepomucene's Church, Cleveland.

The Smith College Elocution Medal.—A gold medal for the successful contestant in the Public Elocution Contest is offered by the Rev. Joseph F. Smith, Rector of St. Philomene's Church, Cleveland.

The Litzler Oratorical Medal.—A gold medal for the best original oration delivered in the annual contest in oratory is offered by Mr. Louis I. Litzler, Cleveland.

The Scientific Medal.—A gold medal is awarded to the student in the College Department for the best scientific essay submitted under the conditions required in the contest. The subject is chosen from the field of Chemistry or Physics. The medal is donated by a friend of the College.

Honors in Scholarship

The honors and prizes awarded at the end of the year are determined by the combined results of class-work and examinations. Four gold medals for Class Honors are

awarded each year to those students who lead their respective years in scholarship, provided a grade of 90 per cent or over is maintained for the year's work.

Those who maintain an average of 90 per cent or upward merit the distinction of First Honors; and those who maintain an average between 85 and 90 merit the distinction of Second Honors. A student who fails in any subject at the semester examinations is thereby disqualified from all honors.

Special Prizes

Intercollegiate English Prize

A purse of \$100 (\$50 for the first prize, \$20 for the second, \$15 for the third, \$10 for the fourth, and \$5 for the fifth) is offered yearly by Mr. D. F. Bremner, of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit Colleges of the Missouri Province, which are:

St. Louis University, St. Louis, Mo.

St. Xavier College, Cincinnati, Ohio.

St. Ignatius College, Chicago, Ill.

St. Mary's College, St. Marys, Kan.

Creighton University, Omaha, Neb.

University of Detroit, Detroit, Mich.

Marquette University, Milwaukee, Wis.

Campion College, Prairie du Chien, Wis.

St. Ignatius College, Cleveland, Ohio.

St. John's University, Toledo, Ohio.

Intercollegiate Latin Prize

For the best Latin essay from competitors of the same colleges, a gold medal is offered by Very Rev. A. J. Burrows, S. J., Provincial.

Scholarships

In the College an Annual Scholarship is provided by the donation of \$60. A permanent scholarship which entitles the founder at all times to keep one scholar, designated by him and acceptable to the Faculty, free at the College, is founded by the gift of \$1,250. If the founder fails to name an incumbent, the scholarship will be conferred at the discretion of the President of the College.

Donors of Permanent Scholarships

The Rev. E. W. J. Lindesmith Scholarships (two), founded by the Rev. E. W. J. Lindesmith.

The Rev. E. M. O'Callaghan Scholarships (two), founded by the Rev. E. M. O'Callaghan.

The St. Aloysius Scholarships (six), founded by the late Rt. Rev. Mgr. Felix M. Boff.

The Mary I. Sexton Scholarship, founded by Mrs. Mary I. Sexton, Chicago, in memory of her parents, John F. and Catherine Lyons.

The Rev. Michael Zoeller, S. J., Golden Jubilee Scholarship, founded by St. Mary's Parish.

The Elizabeth Schweitzer Scholarship, founded by Mrs. Elizabeth Schweitzer.

The Philip H. Marquard Scholarship, founded by Mr. Philip H. Marquard, Cleveland, Ohio.

The same benefactor donated an Annual Scholarship during the course of the year.

The Rev. Hippolyt Orlowski Scholarships (two) founded by the late Rev. Hippolyt Orlowski, of Berea, Ohio.

The Rev. John T. Carroll Scholarship, founded by the late Rev. John T. Carroll, Cleveland, Ohio.

The Pauline Vollmer Scholarship. Founded by Miss Pauline Vollmer.

One scholarship for the entire course (High School and College), and four scholarships for the High School course are offered by the President of the College to the eighth grade boys of the parochial schools of Cleveland and vicinity, who obtain the highest marks in the competitive examination.

Competitive Scholarships

The Scholarships. They are five in number. The first is for both a classical High School and College course, the latter leading to the A. B. degree. It lasts for seven years and is worth \$420. The other four give a High School course only; the last four years, and are valued at \$240. St. Ignatius College thus gives the value of \$1,380 for the higher education of ambitious Catholic boys.

Award of Scholarships. The Scholarship for the entire A. B. course will be awarded to the candidate making the highest average in a competitive examination. The four next in merit will be awarded High School Scholarships. Winners may take their High School course either at St. Ignatius College, W. 30th and Carroll, or at Loyola High School, E. 106th and Cedar.

N. B.—No school will be awarded more than one scholarship.

Eligibility. Each applicant must be a pupil in good standing of the eighth grade in a parochial school of the Diocese of Cleveland. Moreover, before receiving the Scholarship he must present his certificate of graduation.

Conditions For Holding Scholarships. The Scholarships are for tuition only. The holder must defray other expenses; entrance fee, annual Athletic and Library fees, necessary books and stationery, science fee, on graduation the diploma or certificate. Scholarship boys must pay these fees in full at the beginning of each school year.

Annulment of Scholarships. 1. These Scholarships are not transferable, and are forfeited when, for any reason, the holder's relations with the College are severed.

2. Scholarship boys are expected to maintain a general average of 85 per cent. If they drop below this, they will be seriously warned. A general average under 80 per cent loses the Scholarship. Where sickness causes such falling

in percentage, the President of the College will judge the case.

Subjects For Examinations. 1. English. (a) Grammar. Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

(b) Composition; with reference in particular to spelling, penmanship, neat forms, use of capital letters, punctuation, correct grammar, and proper idiom.

2. Arithmetic. Fractions, common and decimal; denominate numbers; measurements; percentage, including commission; simple and compound interest; discount; ratio and proportion; square and cube roots.

3. History. Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

Method of Examination. For the examination each applicant should bring his pen; all else will be given him. On the day appointed each boy receives a numbered card, on which he signs his name, address and school. He then receives the examination forms, on which he signs the number of his card only, not his name. He then encloses the card in a blank envelope, the seal of which will not be broken until the judges have given their decision. The envelopes are then publicly opened, and the winners announced.

Admission

REQUIREMENTS FOR ADMISSION

Testimonials and Certificates

All applicants for admission to the College must present satisfactory testimonials of good moral character. A student entering from another college or institution of collegiate rank, must furnish from such institution a certificate of honorable dismissal before his credentials for scholarship will be examined by the Entrance Board.

Entrance Requirements

Candidates for admission to Freshman year must present entrance credits amounting to sixteen units. A unit is a series of recitations or exercises in a given subject pursued continuously throughout the school year. The number of class exercises required in a week for each unit shall, in general, be five. Double periods are required for laboratory courses.

The required subjects for admission to the several courses appear under Group I. The elective subjects which may be presented to complete the required sixteen units will be found under Group II.

GROUP I

Prescribed Entrance Subjects

A. B. Course

Latin	4 units	Plane Geometry	1 unit
Greek †	3 units	Ancient History	1 unit
English ‡	3 units	American History and	
Algebra (through quadra-		Civics	1 unit
tice)	1 unit	Science	1 unit
		Elective	1 unit

B. S. Course

English ‡	3 units	Ancient History	1 unit
Foreign Language	2 units	Science	2 units
Mathematics	3 units	Elective	5 units

Litt. B. and Ph. B. Courses

English †	3 units	American History and	
Foreign Language *	3 units	Civics	1 unit
Mathematics	2 units	Science	1 unit
Ancient History	1 unit	Elective	4 units
Modern History	1 unit		

GROUP II

Elective Entrance Subjects

English Literature	1 unit	Algebra (intermediate)	$\frac{1}{2}$ unit
Foreign Language	2 units	Algebra (advanced)	$\frac{1}{2}$ unit
Biology	1 unit	Geometry (solid)	$\frac{1}{2}$ unit
Botany	1 unit	Trigonometry	$\frac{1}{2}$ unit
Zoology	1 unit	Modern History	1 unit
Chemistry	1 unit	English History	$\frac{1}{2}$ or 1 unit
Physical Geography	1 unit		

† Should a candidate, otherwise qualified, be unable to meet the requirements in Greek, he may take elementary Greek in his Freshman year and finish the Greek course before graduation.

‡ The usual school course allows only three hours per week for English in the upper years; hence the work of the four years counts as 3 units. When four full years (five hours per week) are devoted to English, a claim for more than 3 units will be considered.

* All in one language or two in one language and one in another.

Scope of Entrance Subjects

The following descriptive outline indicates the amount of preparation expected in each of the subjects named:

LATIN

(a) **Grammar and Composition.** The examination in grammar and composition will require a thorough knowledge of the entire Latin grammar together with such facility in writing Latin prose as is required by one who satisfactorily completes the course of exercises prescribed by St. Ignatius High School. This course is based on Bennett's New Latin Composition.

(b) **Reading.** Caesar's Gallic War, four books; Nepos' Lives (6) may be taken in place of two books of Caesar; Cicero's orations against Catiline and for Archias and the Manilian Law. Cicero's De Senectute and Sallust's Catiline

or Jugurthine War may be taken as substitutes for three of the above orations. Vergil, four books of the Aeneid (or their equivalent from the Eclogues, or Georgics) and Ovid's Metamorphoses. The examination will include translation at sight of both prose and verse. (Four units.)

GREEK.

(a) **Grammar and Composition.** The examination in grammar will require a thorough knowledge of etymology, of the syntax of cases, the rules of concord and prepositions. A working knowledge of the epic dialect; practice in metrical reading and written scansion; practice in reading at sight. For Greek the credit is three units. Composition will be based on Xenophon and will test the candidate's ability to translate into Greek simple sentences with special reference to the use of the forms, particularly of the irregular verb, and the common rules of syntax.

(b) **Reading.** Xenophon's Anabasis, four books, or their equivalent; Homer's Iliad or Odyssey, two books. The examination will include translation at sight of both prose and verse. (Three units.)

ENGLISH *

(a) **Rhetoric and Composition.** The applicant should be familiar with the principles of Rhetoric as set forth in Brook's, Scott-Denney or an equivalent. The composition will test the candidate's ability to write clear, idiomatic English. The subject will be taken from his experience and observation, or from the books he presents for examination. The spelling and punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

(b) **Literature, 1917-1918.** (a) For Reading: Cooper, The Spy, The Last of the Mohicans; Stevenson, Treasure Island; Poe, Poems and Tales; Scott, The Talisman; Longfellow, Tales of a Wayside Inn; DeQuincey, Flight of a

* The Uniform College Entrance Requirements in English for 1917 will be accepted, as will any fair equivalent work in this department.

Tartar Tribe; Eliot, Silas Marner; Shakespeare, Julius Caesar; Pope, Essay on Criticism; Tennyson, Idylls of the King.

(b) **For Study:** Dickens, Christmas Stories; Irving, Sketch Book; Hawthorne, Twice-Told Tales; Scott, Ivanhoe; Whittier, Snowbound, and other poems; Sir Roger de Coverly Papers; Washington, Farewell Address; Webster, Bunker Hill Oration; Dickens, David Copperfield; Lowell, Vision of Sir Launfal, and other poems; Lamb, Essays of Elia; Macaulay, Essay on Johnson; Garraghan, Prose Types in Newman; Newman, Dream of Gerontius; Shakespeare, Merchant of Venice.

A knowledge of the subject matter and form of each work with an explanation of the principal allusions will be required, together with the literary qualities, so far as they illustrate rhetorical principles, a biographical outline of the authors and an account of their works. (Three units.)

FRENCH*

1. The first year's work should include careful drill in pronunciation and in the rudiments of grammar, abundant easy exercises designed to fix in mind the principles of grammar, the reading of 100 to 175 pages of graduated text, with constant practice in translating easy variations of the sentences read, and the writing of French from dictation. (One unit.)

2. The second year's work should comprise the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches, constant practice in translating into French easy variations upon the texts read, frequent abstracts—sometimes oral and sometimes written—of portions of the text already read, writing French from dictation, and continued grammatical drill, with constant application in the construction of sentences. (One unit.)

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty,

* The admission requirements in French are those recommended by the Modern Language Association of America.

a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, the study of a grammar of moderate completeness, and the writing from dictation. (One unit.)

GERMAN*

1. The first year's work should comprise careful drill in pronunciation; memorizing of easy, colloquial sentences; drill upon the rudiments of grammar; easy exercises, designed not only to fix in the mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; the reading of from 55 to 100 pages of text; constant practice in translating into German easy variations upon sentences selected from the reading lesson and in reproducing from memory sentences previously read. (One unit.)

2. The second year's work should comprise the reading of 150 to 200 pages of literature in the form of easy stories and plays, practice in translating into German the substance of short and easy, selected passages, and continued drill upon the rudiments of grammar. (One unit.)

3. Advanced work should include, in addition to the two courses above, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, abstracts, paraphrases, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the more technical points of the language. (One unit.)

HISTORY

The candidate will be expected to show on examination such general knowledge of each field as may be required by the study of an accurate text-book of not less than 300 pages. The examination will call for comparison of historical characters, periods and events, and, in general, for the exercise of judgment as well as of memory.

* The admission requirements in German are those recommended by the Modern Language Association of America.

1. **Ancient History.** Comprising Oriental and Greek History to the death of Alexander, and Roman History to 800 A. D., with due reference to Greek and Roman life, literature and art. (One unit.)

2. **Mediaeval and Modern History.** From the death of Charlemagne to the present time. (One unit.)

3. **English History.** With due reference to social and political development. (One-half or one unit.)

4. **American History.** With special stress upon the national period, and Civil Government. (One unit.)

MATHEMATICS

Elementary Algebra and Plane Geometry are required for admission to all courses; the other subjects are optional, unless otherwise indicated above.

1. **Elementary Algebra.** Algebra through Quadratics. The points to be emphasized are: Rapidity and accuracy in performing the four fundamental operations, factoring and its use in finding the greatest common factor and the lowest common multiple, radicals, the solution of linear equations containing one or more unknowns, the solution of quadratic equations, and the statement and solution of problems. (One unit.)

2. **Plane Geometry.** The usual theorems and constructions of good text-books. Attention should be paid to the solution of original exercises and numerical problems and to the subject of loci. It is desirable that a short course in practical Geometry should precede the study of formal Geometry. (One unit.)

3. **Solid Geometry.** The usual theorems and constructions of good text-books. Attention should be paid to the solution of original exercises and numerical problems and to the subject of loci. (One-half unit.)

4. **Intermediate Algebra.** Theory of quadratic equations, remainder theorem, radicals with equations involving them, imaginary and complex numbers, ratio and proportion, variation, arithmetic and geometric progressions and graphs. (One-half unit.)

5. Advanced Algebra. This includes permutations and combinations, the binomial theorem for positive integral exponents, logarithms, convergency and inequalities. (One-half unit.)

6. Trigonometry. Plane Trigonometry as presented in the best modern text-books. Especial attention should be paid to accuracy, neatness, and the proper arrangement of the work. (One-half unit.)

NATURAL SCIENCES

Physics. One year's daily work in Physics, of which one-third should be laboratory work. The student should possess a thorough knowledge of the elementary principles of mechanics, heat, light, sound, electricity and magnetism, as presented in such text-books as Millikan and Gale or Carhart and Chute. Note-books on the work done in the laboratory, certified by the instructor, must be presented at the time of entrance. (One unit.)

Chemistry. One year's daily work in Chemistry, of which one-third should be laboratory work. The student should possess a thorough knowledge of the general laws and theories of chemistry and should be familiar with the occurrence, preparation and properties of the common elements and their compounds as presented in such text-books as McPherson and Henderson, Storer and Lindsey or Remsen. Note-books on the work done in the laboratory, certified by the instructor, must be presented at the time of entrance. (One unit.)

Zoology. One year's daily work in Zoology as presented in the text-books of Linville and Kelly, Jordan or Kellogg, with work in the laboratory and the field. A note-book on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. (One unit.)

Botany. One year's daily work in Botany as presented in Bergen, Atkinson or Coulter. A note-book, certified by the instructor, describing the work done in the laboratory and the field, must be presented at the time of entrance. (One unit.)

General Biology. A combined course in Botany and Zoology, extending throughout the year, as presented in Hunter's Essentials of Biology or an equivalent text. A note-book on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. (One unit.)

Physical Geography. One year's daily work in Physical Geography as treated in the text-books of Tarr, Davis or Dryer, with training in the laboratory and the field. Note-books on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. (One unit.)

Methods of Admission

Admission by Certificate

Admission without examination on certificate is granted students from approved secondary schools as follows:

1. Secondary schools accredited by the North Central Association of Colleges and Secondary Schools.
2. High schools of the first grade which are so rated by the State Superintendent of Public Instruction.
3. Private schools and academies, not on any list, but approved, after investigation, by a vote of the Faculty.

Credentials which are accepted for admission become the property of the College and are kept permanently on file. All credentials should be filed with the Registrar. They should be mailed at least one month before the beginning of the fall term, in order to secure prompt attention. Compliance with this request will save applicants much inconvenience.

Blank forms of entrance certificates, which are to be used in every case, may be had on application to the Registrar. Certificates must be made out and signed by the Principal or other recognized officer of the school and mailed by him directly to the Registrar. No certificate will be accepted unless the holder is a graduate and has spent the last year of his high school course in the school issuing

the certificate. A catalogue of the school, if published, describing its courses of study in detail, should accompany the certificate.

The certificates should fully cover the entrance requirements of the College. Admission on school certificates is in all cases provisional. If, after admission to the College, a student fails in any subject for which a school certificate was accepted, credit for that entrance subject may be cancelled.

Admission by Examination.

Applicants who are not entitled to enter on certificate must take the entrance examinations in the entire number of units required for entrance. These examinations are held during the last week in June and the first week in September.

Admission to Advanced Standing.

Candidates for admission to St. Ignatius College from other institutions of collegiate rank, which offer the same or equal courses of study, will be granted the same standing as at the former institution upon presenting in advance of registration (1) a certificate of honorable dismissal; (2) an official transcript of college credits, with specification of courses and year when taken, hours and grades; (3) an official certified statement of entrance credits and conditions, showing the length of each course in weeks, the number of recitations and laboratory exercises each week, the length of recitations and the mark secured.

No student will be admitted to the College as a candidate for a degree after the beginning of the Senior year.

Graduation

Students who have pursued an entire course as prescribed and have successfully passed their examinations are recommended to the Trustees for the first academic degree in course. Such recommendations are ordinarily acted upon and the degrees are conferred at Commencement, at which time the students receive diplomas from the President of the College.

DEGREES

Baccalaureate Degrees

The degrees conferred by the College upon successful completion of the respective courses are Bachelor of Arts (A. B.), Bachelor of Science (B. S.), Bachelor of Philosophy (Ph. B.), and Bachelor of Literature (Litt. B.).

The conditions for the Baccalaureate degrees are the following: (a) The completion of the four years' course leading to the degree for which the student is a candidate; (b) a written thesis approved by the Dean of the College and presented at least four weeks before graduation; (c) all work to be accepted in fulfillment of any requirement for the degree must be completed with a grade above 70; (d) a fee of \$10, payable in advance.

Honorary degrees may be conferred at the discretion of the Board of Trustees upon those who have deserved well of the community in Literature, Science, or the Professions.

EXAMINATIONS

Examinations in all subjects are held at the close of each semester. In addition to the regular examinations, mid-semester tests are held in November and April. Partial examinations and written recitations are held from time to time, during the year.

A condition due to failure in a semester examination may be removed by a supplementary examination. The supplementary examinations are held during the first month of the succeeding semester. They may be taken only on the days specified. For each subject a fee of one dollar is charged, payable in advance at the treasurer's office. Removal of conditions by examinations shall not entitle a student to a grade higher than 70. A student may take only one examination to remove a condition. If he fails to pass the subject in both the regular and supplementary examinations, he must repeat the entire subject in class.

Conditions may be incurred: (a) by a failure to satisfy the requirements of any course, which requirements include

the recitations, tests and other assigned work, as well as the examination ; (b) by exclusion from an examination because of excessive class-room absences, and (c) by absence, due to any cause, on a day appointed for examination.

Conditioned students absent from the regular supplementary examination must present an excuse satisfactory to the Dean or receive a zero for the examination.

CLASSIFICATION OF STUDENTS

All regular students (i. e., those who are candidates for degrees) are required to take five courses during each semester. Until they have completed ten semester courses (in addition to the full admission requirements), they are registered as Freshmen. From that time they rank as Sophomores until the completion of twenty semester courses ; as Juniors until the completion of thirty semester courses. One who has met the full requirements for admission and completed thirty semester courses is considered a Senior. No student will be admitted to the Senior year as a candidate for a degree unless all previous conditions have been removed.

Curriculum

The College Course embraces instruction in the departments of Philosophy, Language, Literature, History, Science, and Mathematics. The aim of the course is to give the student a complete liberal education, which will train and develop all the powers of the mind, and will cultivate no one faculty to an exaggerated degree at the expense of the others. The college ideal is not to foster specialization, but to cultivate the mind, to build up and strengthen true character, and to impart that accuracy of thought and reasoning and that breadth of view which must ever be the foundation as well of more advanced scholarship as of eminence in the professions or other stations in life.

GENERAL STATEMENT OF THE COURSE OF STUDY FOR THE DEGREE OF A.B.

All candidates for the degree of Bachelor of Arts must before graduation complete forty semester courses, which shall include two years of college Greek, three years of college Latin, three years of English, two years of Science in the group Physics, Chemistry, Biology, Geology, Astronomy, one year of History, one year of Mathematics, and two years of Philosophy. In addition, the candidate must do the prescribed work in Public Speaking, and, unless he can give evidence that he possesses a reading knowledge of French or German he must take a two years' course in one of these languages. Catholic students, moreover, will be required to take every year a course in Evidences of the Christian Religion, two hours a week, which if pursued for two years, will be accepted in satisfaction of two semester courses.

The rest of the studies are elective in this sense that the student who wishes to pursue technical or professional courses after or even before graduation will be given full opportunity to take those studies that will best prepare him for such courses and be allowed full liberty, under proper

advice, to arrange his work according to the outline of studies given below. Under certain circumstances he may be allowed to drop one of the subjects there prescribed in favor of an elective, with the approval of the committee on electives. In case the student gives no such notice of wishing to prepare for professional studies, he will be required to follow certain specified courses in Political Economy, History of Philosophy, Geology and Astronomy. Any candidate, if found deficient in English, shall besides his other required work, take such courses as will be prescribed for him by the Department of English.

SCHEDULE FOR THE A. B. COURSE

Freshman Year

The object of this class is the cultivation, in a special manner, of literary taste and style, which is to be effected chiefly by the study of the best poets and prose writers. The Greek and Latin classics are studied for this purpose, together with such English writers as are noted for the highest qualities of literary substance and form. Special emphasis is laid on the study of poetry. Moreover, in this class, as in the others of the course, the literary work is supplemented by that training in Mathematics and Science, which is required by a liberal education.

The prescribed studies are Latin, I and II*; Greek, I and II; English, I and II; Mathematics, I and II, and Chemistry, I and II. A student who enters with four units in Mathematics will not be required to take this subject in college. He may anticipate some other course. One who enters without Physics or without Chemistry will have to take that subject in Freshman year.

Sophomore Year

The work of this year centers on the study of Oratory and Historical Composition. The nature and types of oratory, principles of argumentation, the nature and requirements of historical writing are thoroughly investigated—the best models, ancient and modern, forming the subject-

* See subject in the Outline of College Courses beginning on Page 44. The Roman numeral refers to the number of the course under the subject indicated.

matter of study. Thus, while perfecting literary taste, the class is intended to develop that grasp and perspective of structure without which composition on a large scale is impossible.

The required studies are Latin, III and IV ; Greek, III and IV ; English, III and IV ; History, III and IV, and one subject from the following: A Modern Language, Mathematics, III and IV, a Science (Physics, I and II). A student who has no reading knowledge of French or German will have to take either of these languages for two years during the remainder of his college course. A second Science must be taken in either Sophomore or Junior or Senior year, unless full credits for both Physics and Chemistry have been presented at entrance.

Junior Year

The object of this class is to form the mind to habits of correct reasoning and to impart sound principles of philosophy. Logic, Rational Philosophy—being, causality, the nature of matter, the human soul, its nature, origin, operation, etc.—are the chief subjects of study. The additional training received from the study of the history of Philosophy and various literary topics is by no means neglected.

In Junior year every student must take Logic, I, and Ontology, II, in the Department of Philosophy; Latin, V and VI, and English, V and VI, and two subjects from the following: Mathematics, III and IV; Greek, V and VI; German, I and II; French, I and II; a Science (Physics, I and II; Chemistry, I and II; Biology, I and II; Geology, I and II; Astronomy, I); History of Philosophy, V.

Senior Year

The study of Philosophy is continued this year in courses on the three important subjects of Psychology, Natural Theology and Ethics. These courses, treating of the existence of God, the origin of Moral Obligation, the Natural Law, Duties and Rights, the Origin and Nature of the Soul, etc., form the crowning work of a liberal education. Their aim is to teach sound principles of conduct, to give the students clear ideas on the purpose and destiny of man,

and on the problems of life and their solution, as furnished by ethical principles.

Every Senior is required to take Psychology, III, and Natural Theology, IV, and Ethics, V and VI, in the Department of Philosophy, and select three more subjects from the list of Junior electives, to which are added Political Economy, VII and VIII; in the Department of Philosophy, English, VII and VIII.

GENERAL STATEMENT OF THE COURSE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE.

The Course leading to the degree of Bachelor of Science is open to those who, entering without Latin or Greek, or not wishing to continue these subjects, follow the outline of studies given below. They must complete forty semester courses exclusive of the prescribed work in Public Speaking. Catholic students must also take every year a course in Evidences of Religion, of from one to two hours, which, if pursued for two years, will be accepted in fulfilment of two semester courses. Every student must take five courses, each course consisting of not less than three hours a week, and he must in Junior and Senior years complete six semester courses in one or two closely allied sciences. The course is so arranged as to give, especially in the Freshman and Sophomore years, a broad training in the fundamental studies necessary for future success in scientific work, that is, in English, in Physics and Chemistry, in college Mathematics, in Logic and Philosophy, and in Modern Languages. Many electives are offered in Junior and Senior years. In choosing from them the student must be guided by his prospective future work.

Freshman Year

The required studies are English, I and II; Mathematics, I and II; a Modern Language, I and II; Chemistry, I and II, and either a course in one of the sciences outlined below, or a second Modern Language.

Sophomore Year

The Sophomore student must take English, III and IV; a Modern Language, III and IV (the one begun in Freshman continued); Physics, I and II; History, III and IV, and one subject from the following: Mathematics, III and IV; Qualitative Analysis, III; a second Modern Language, III and IV.

Junior Year

The prescribed studies are English, V and VI; Logic, I, and Ontology, II, in the Department of Philosophy, and three subjects from the following: Analysis, Organic Chemistry, IV; General Biology, I and II; Geology, I and II; Astronomy, I, any elective of the Sophomore year.

Senior Year

The prescribed subjects are Ethics, V and VI, and Psychology, III, and Natural Theology, IV, in the Department of Philosophy. Moreover, the student must continue one subject taken in Junior year and select two from the following: English, VII and VIII; Political Economy, VII and VIII, any elective of Sophomore or Junior year.

OUTLINE OF STUDIES FOR THE LITT. B. DEGREE

Freshman

The prescribed subjects are: English, I and II; Mathematics, I and II; Foreign Languages, I and II; Chemistry, I and II. The student must choose one subject from the following: A second Modern Language, I and II; History, I and II.

Sophomore Year

The prescribed subjects are: English, III and IV; Foreign Language; History, III and IV; Physics, I and II, and one from the following: A Science, Mathematics, History of English Literature, or any elective of Freshman year.

Junior

The required subjects are: English, V and VI; Logic I, and Ontology, II, in the Department of Philosophy, one Foreign Language. Two electives from the following: History, V; Geology, I and II; Astronomy, I; any elective of Sophomore year.

Senior.

The required subjects are: Ethics, V and VI; Psychology, III, and Natural Theology, IV, in the Department of Philosophy. Three electives from the following: English, VII and VIII; Political Economy, VII and VIII; any elective of Sophomore or Junior year.

OUTLINE OF STUDIES FOR THE PH. B. DEGREE

The degree of Bachelor of Philosophy (Ph. B.) is conferred on those who substitute modern languages for the ancient classics prescribed in the A. B. course in addition to the number of courses required in the departments of Philosophy, English, History, Economics, etc. For further information inquire of Dean of the College of Arts.

Outline of College Courses

The Faculty reserves the right to refuse to give a course for which there is not a sufficient number of applicants.

Philosophy

Course I.—A. Dialectics.

The Province of Logic, Formal and Material. The Foundations of Logic. The Principles of Contradiction, Identity, Causation, Excluded middle. Simple apprehension; modern errors. Universal ideas. Propositions: their nature and division. Opposition and Conversion. Reasoning. The Syllogism and its Laws. Formal and Material Induction. Fallacies.

B. First Principles of Knowledge. Applied Logic.

The nature of Certitude; kinds and degrees. Truth. Universal skepticism. Cartesian doubt. Criterion of Certitude; Objective Evidence. Trustworthiness of the Senses and Intellectual Powers. Objectivity of Ideas. Belief on Human and Divine Testimony.

Five hours a week. One semester.

Course II.—A. General Metaphysics.

The concept of being. Essence and existence. Possible being. The Positivist school. Transcendentalism. Attributes of being: Unity, Truth, Goodness. Substance and accident. Personality. Quality. Relation. Principle and cause. The principle of causality. Perfection of being. Infinity. Necessity. Order and Beauty.

B. Cosmology.

Creation. Pantheism. General principles. Ancient and Modern Pantheists. Purposes and perfection of the Universe. Laws of Nature. Miracles. Occult Power. Spiritism. Hypnotism. Constitution of bodies. Atomism. Dynamism. Vortex theory. Properties of Matter. Time and space.

Five hours a week. One semester.

Course III.—Psychology.

Life. Vegetative, Animal, Intellectual. Organic bodies essentially different from inorganic. Life. Protoplasm. Vital principle, distinct from physical and chemical forces. Animals sentient, not rational. Instinct. Natural selection. Rational life. Essential difference between sense and reason.

The Soul. A simple, spiritual substance. False theories of the Ego. Monistic theories. Individuality. Unity. Identity of the principle of the vegetative, sentient and rational life in man. Union of soul and body. Occasionalism. Scholastic doctrine. Locus of the soul. Localization of cerebral functions. Time of origin. Origin of the soul. Creationist doctrine. False theories. Neo-Scholastic doctrine. Theory of Evolution.

Origin of Ideas. The intellect and brain. Universal and abstract concepts. Innate ideas. Empiricism, Ontologism, Associationism. The Schoolmen. Doctrine of St. Thomas. Attention. Reflection. The soul's consciousness of itself. Sensation. Perception. Psychophysics. The imagination. Estimative faculty. Sensuous appetite and locomotion. Voluntary, automatic, reflex, impulsive movements. Feeling.

Rational Appetency. The human will. Desire and volition. Spontaneous and deliberate action. Choice. Self-control. Free will and determination. Fatalism. The emotions. Hypnotism.

Three hours a week. One semester.

Course IV. Natural Theology.

The Existence of God. Method of proof. Ontologism. Traditionalism. The "Ontological Proof" of St. Anselm. Metaphysical, Cosmological, Moral arguments. Atheism. Agnosticism; its religious and moral consequences. The Physical and Metaphysical Essence of God. Infinite perfection. Unity of God. Pantheism. Anthropomorphism. Immortality, Eternity and Immensity of God. The Divine Intellect and Knowledge. The Free Will and Omnipotence

of God. God creating, preserving, concurring with creatures. Divine Providence.

Three hours a week. One semester.

Course V. Ethics.

General Ethics. Nature, object, necessity of Ethics. Fundamental principles. False theories. The ultimate end of man. Use of the present life. Human acts. Merit and accountability. Virtue and vice. Nature of morality. Standards of morality. Hedonism and Utilitarianism. The moral sense. Determinants of morality. Law. The Eternal Law. The Natural Law; its properties and sanction. Origin of moral obligation. False theories. Conscience.

Three hours a week. One semester.

Course VI. Ethics (Continued.)

Special Ethics. Rights and duties. Worship of God. Obligations of accepting Divine Revelation. Rationalism. Indifferentism. Suicide. Self-defense. Homicide; Lying and mental reservation.

Right of ownership. Communism. Socialism. Single Tax. Modes of acquiring property. Contracts. Relations of Capital and Labor. Employers' Unions. Trade Unions. Strikes.

Society in general. The family. Divine institution, unity and indissolubility of marriage. Parental authority. Education. Civil society; its nature, end and origin. False theories. Forms of civil government. Citizenship. Universal suffrage. Functions of civil government; legislative, judiciary, executive. Taxation. Death penalty. Freedom of worship. Freedom of the press.

International law. Foundations of international law. Mutual relations of nations. Right of commerce. Intervention. Rights of neutrals. War and arbitration.

Three hours a week. One semester.

Course VII. General Economics.

Production. Increasing and diminishing returns. The Advantages and Drawbacks of Industrial Organization.

Locality and Dimensions of Industry. Consumption. Markets and Prices. Differential Gains. International Trade.

Three hours a week. One semester.

Course VIII. General Economics (Continued.)

Money and Coinage. Credit and Banking. Foreign Exchange. Profits: interest and wages. Mistaken Theories on Riches. Trade Unions. Employers' Liability. Taxation. This course gives a general view of the whole field of Economics.

Three hours a week. One semester.

Text-Books and References. Clarke, Maher, Rickaby, Boedder, S. J. (Stonyhurst Series); Russo, Jouin, Hill, Coppens, Liberatore, Poland, Gruender, Lahousse, Harper, Devas' Political Economy, Thein's Christian Anthropology, Cathrein.

Latin.

Note.—The courses in Latin, Greek and English are, for greater educative effect, made parallel as much as possible. The theory of the different forms of literature is presented in the English courses, and the classic master-pieces studied in the Latin and Greek course furnish illustrative material to enforce the precepts and for comparative work. Poetry, with its various forms, is the subject of Freshman year; Oratory, of Sophomore; the Drama, of Junior; the Critical and Philosophical Essay, of Senior.

Course I. Latin.

Precepts: A thorough review of Latin Prosody and versification.

Authors: Horace, "Ars Poetica"; Virgil, "Aeneid," Books III, V and VI.

Four hours a week. One semester.

Course II. Latin. Livy, Book XXI. (2300 lines.)

Sight-Reading: Selections from Christian Hymnology; Livy.

Four hours a week. One semester.

Practice: Both Semesters. Practical Course in Latin Composition. Two themes a week. A theme in imitation of the prose authors studied, about every fortnight.

Memory: From the authors read in class.

Course III. Latin.

Authors: Cicero, Pro Milone; Horace, Select Odes.

Four hours a week. One semester.

Course IV. Latin. Horace, Epodes, Epistles and Satires; Tacitus, Agricola.

Sight-Reading: Selections from the authors assigned above. Tacitus, Germania or Annals. Selections from the Latin Fathers.

Four hours a week. One semester.

Practice: Both Semesters. Bradley's Aids, selections from Part II, from Exercise 50 to end of book. Two themes a week. One composition every fortnight in imitation of the author studied. Off-hand translation from English into Latin.

Memory: Select passages from the authors read.

Course V. Latin.

Authors: Cicero, Quaestiones Tusculanae; Plautus, Duo Captivi.

Three hours a week. One semester.

Course VI. Latin.

Cicero, Quaestiones Tusculanae, continued; Pliny, Letters; Juvenal, Selections; Selections from the Latin Fathers.

Three hours a week. One semester.

History of Latin Literature (Mackail, for reference): both semesters.

Practice: Essays in Latin — Bradley's Aids.

Greek*

Course I. Greek.

Precepts: The Syntax of the verb repeated; general rules of quantity; the Homeric Dialect; a brief sketch of Greek Epic and Lyric Poetry.

Authors: Homer, *Iliad*, Books II-VI.

Four hours a week. One semester.

Course II. Greek. Plato, *Apology* and *Crito*.

Sight-Reading: The New Testament or selections from the authors read in class.

Four hours a week. One semester.

Practice: Both Semesters. A written theme once a week, based on the authors studied and illustrating the syntax of Attic Greek. Frequent written reviews done in class.

Course III. Greek.

Authors: Demosthenes, *Philippic*, I or III; analysis of *Philippic* I or III; selections from "On the Crown."

Four hours a week. One semester.

Course IV. Greek.

Selections from Demosthenes, *On the Crown*, with detailed analysis. Sophocles, *Antigones*, *Oedipus Tyrannus* or *Oedipus Coloneus*.

Sight-Reading: The New Testament or St. Chrysostom, *Eutropius*, or St. Basil.

Four hours a week. One semester.

Practice: Both Semesters. Easy themes built on sentences in the text, once a week. Frequent written reviews.

Courses V and VI. Greek.

Authors: Plato, *Phaedo*—analysis; *Keep's Stories* from Herodotus; Aeschylus, *Prometheus Bound* or *Agamemnon*.

Three hours a week. Two Semesters.

* See note on page 47.

English *

Courses I and II. English.

Precepts: Literary Aesthetics: Theory of the Beautiful, of the Sublime; Taste; Imagination; Theory of Literature. Poetics: Nature and kinds of poetry; elements of poetic Substance and Form; characteristics of Lyric and Epic poetry. Fiction: Constructive principles of story-writing; elements of fiction, viz., plot, character, situation, purpose; Realism and Romanticism in Fiction; development of the English novel.

Text-Book: Coppens' Introduction with Professor's Notes.

Text for Study: Newman's Lecture on Literature and Essay on Aristotle's Poetics; Selections from Newman, Ruskin, DeQuincey, Milton, Coleridge, Wordsworth, Keats, Tennyson, DeVere.

English Literature and Criticism: Anglo-Saxon, Semi-Saxon, Old English and Middle English Periods; The Elizabethan Age; The Transition Period; The Classical Age.

Text-Book: Jenkins' Handbook of English Literature.

Practice: One composition a week on subjects chiefly literary.

Three hours a week. Two Semesters.

Courses III and IV. English.

Precepts: Oratory: Nature and types of oratory; division of the oration; style in Public Speaking; methods of oratorical composition; principles of argumentation.

History: Principles of historical composition; ethical requirements of history; representative English and American historians.

Text-Book: Coppens' Art of Oratorical Composition and Coppens' Introduction.

Text for Study: Burke's Speech on American Taxation and Address to the Electors of Bristol; Webster's Reply to Hayne and Speech in the Knapp Trial, Commemorative Address on Adams and Jefferson; Newman's Second Spring.

* See note on page 47.

English Literature and Criticism: The Romantic School of the Nineteenth Century; American Literature.

Practice: One composition a week. Analysis and criticism of speeches.

Three hours a week. Two Semesters.

Courses V and VI. English.

Precepts: The Drama: Laws and technique; theory of the Tragic; of the Comic.

Text for Study: Shakespeare's Plays: Interpretation; critical and comparative study.

Practice: One composition a week or every fortnight. Essays, critical and philosophical.

Three hours a week. Two Semesters.

Courses VII and VIII. English.

Precepts: Theory of Expository Writing; the Critical and Philosophical Essay—stylistic and structural requirements; historical development of the English Essay.

Texts for Study: Essays of Macaulay, Newman, Brownson, Archbishop Spalding, etc. Analysis and comparative study of essays, with the emphasis laid on substance and structural organization.

Practice: One composition a week or every fortnight. Subjects chiefly critical and philosophical.

Three hours a week. Two Semesters.

Practical Oratory and Debating

Courses I and II.

The object of the course is to train students to readiness and fluency in public speaking. To this end it is conducted according to strict parliamentary practice. The literary and oratorical exercises are always under the direct supervision of a member of the Faculty. They are as follows:

Declamation and Elocutionary Reading. Criticism and discussion of interpretation and delivery. Composition and reading of stories, poems and essays, historical, critical, or personal. Set orations illustrative of the precepts for ora-

torical composition. Extempore speaking. The theory and practice of parliamentary law. Debates.

Two hours a week. Two Semesters.

Evidences of Religion.

Course I. Evidences of Religion.

The Church as a means of salvation. The last things. The Christian's duties towards God. Faith, Hope and Charity.

Two hours a week. One Semester.

Course II.

The virtue of religion. Direct act of religion; indirect acts. Veneration of Saints, etc. The Christian's duties towards himself and his neighbor. Christian Perfection.

Two hours a week. One Semester.

Course III.

Grace; actual, habitual, sanctifying. The Sacraments in general. Baptism. Confirmation.

Two hours a week. One Semester.

Course IV.

The Blessed Eucharist as a Sacrament and as a Sacrifice. The Sacrament of Penance. Extreme Unction. Holy Orders. Matrimony.

Two hours a week. One Semester.

Course V.

Creation: The spiritual world; the material world. Man and the Fall. God the Redeemer; the person and nature of the Redeemer; the work of the Redemption.

Two hours a week. One Semester.

Course VI.

Christianity, a revealed religion. Revelation in general. Pre-Christian revelation. The Christian revelation. The Church; its Institution and End.

Two hours a week. One Semester.

Course VII.

The Basis of Morality. Law. Conscience. Free Will. Moral good and moral evil. The Constitution of the Church. Marks of the Church.

Two hours a week. One Semester.

Course VIII.

Teaching Office of the Church. Holy Scripture. Tradition. The Rule of Faith. The Existence of God. Nature and Attributes of God. Unity of God. The Trinity.

Two hours a week. One Semester.

Text: Wilmer's for all courses in Evidences of Religion.

History

Course I.

Outline survey of European History from the birth of Christ to the Ottoman Conquest of Constantinople. Text-book: Gugenberger. Lectures; assigned readings and maps to be outlined; written tests.

Three hours a week. One Semester.

Course II.

General World History from the Fall of Constantinople to the present time. Continuation in matter and manner of Course I. These two courses are introductory. Obligatory on students who are to take other courses in history and for all candidates for the A. B. degree.

Three hours a week. One Semester.

Course III.

Roman History from Diocletian to Irene; Old Rome and New Rome. Constant comparison of authors; study of the contemporary writers; special investigations; written and oral reports. Course obligatory for candidates for A. B. degree.

Three hours a week. One Semester.

Course IV.

Period of the Crusades; Eastern and Western Europe. Continuation of Course III in manner and matter.

Course V.

History of Philosophy.

One hour a week. Both Semesters.

Mathematics

Course I. Mathematics. College Algebra (Hawk's).

Four hours a week. One Semester.

Course II. Mathematics. Trigonometry.

Four hours a week. One Semester.

Course III. Mathematics. Analytical Geometry.

Four hours a week. One Semester.

Course IV. Mathematics. Calculus (course begun).

Three hours a week. One Semester.

Course V. Mathematics. Calculus (course continued and finished).

Three hours a week. One semester.

Physics

Course I. First semester. Mechanics, Sound, Light.

Motion: Rectilinear, curvilinear, periodic. Composition and resolution of Vectors. Work, energy, power, equilibrium, elasticity. Mechanics of Liquids. Specific Gravity. Pressure.

Sound: Wave motion. Production, propagation and reflection of sound. Interference, Resonance.

Light: Its nature, reflection, dispersion, refraction, diffraction, polarization.

Course II. Second semester. Heat, Magnetism, Electricity.

Heat: Heat conduction, convection, radiation, absorption. Effects of heat on liquids, solids and gases. Expansion coefficients.

Magnetism: Theory and laws of magnetism.

Electricity: Electrostatic induction, potential, capacity. Voltaic cells, electrolysis, thermocurrents, electromagnetic

induction, measuring instruments, dynamos, motors, transformers, power transmission. Radiotelegraphy. Discharge of electricity through gases. Invisible radiations, cathode rays, x-rays, Radioactivity.

Courses I and II, three lectures, one laboratory per week.

Text: Carhart's College Physics.

Chemistry

Courses I and II. General College Chemistry. Freshman year, three lectures and one laboratory period a week.

Author: McPherson and Henderson.

A thorough study of the theoretical foundations of chemistry is here provided for, together with the application of these principles to the great industrial problems of today. The first course covers the field of non-metals and their compounds. The manufacture of the acids and refining process of allied products are given special attention. The second course includes the study of the metals, their alloys, the alkalies and silicates with their industrial applications.

Course III.

Qualitative Analysis: Junior Year, one lecture and two laboratory periods a week.

Author: McGregory.

This course comprises the study of the principal reactions of the metals and acids in solution, the detection and systematic separation of the same, concluding with practical analyses of various specimens of minerals and ores.

Course IV. Organic Chemistry: Junior Year, three lectures and two laboratory periods a week.

Author: Norris.

This course aims at a general and practical knowledge of the aliphatic and aromatic compounds in conjunction with a suitable course of laboratory experiments. A knowledge of molecular structure of compounds is insisted upon and due attention is also given to laboratory preparations, illustrating the principal synthetic methods and laboratory technique now in use.

Geology.

Course I. Dynamical Geology: Winds, Weathering, Rivers, Glaciers, Lakes, The Oceans, Volcanoes, Earthquakes.

Structural Geology: Rock-forming Minerals, Composition and Structure of Rocks. Physiographic Structure.

Four hours a week. One Semester.

Course II. Historical Geology: Archæan, Paleozoic, Mesozoic, Cenozoic and Psychozoic Eras.

Four hours a week. One Semester.

Astronomy

Course I. The Doctrine of the Sphere. The Earth, Moon, Sun, Eclipses. Celestial Mechanics. The Planets and Asteroids. Comets and Meteors. The Stars. Uranography.

Practice: Use of the Transit Circle and of the Equatorial. Use of the Ephemeris. Calculation of Eclipses. Use of the Spectroscope.

Text: Young's General Astronomy.

Four hours a week. One Semester.

Biology

Course I and II. General Biology. Two lectures and three laboratory hours a week. Two semesters.

Course III. General Physiology. Two lectures and three laboratory hours a week. One semester.

MODERN LANGUAGES

French

Courses I and II.

French Grammar. The main object of this course is to help the student to acquire a vocabulary and prepare him for the reading of French prose. Frequent exercises involving the use of the more common French idioms. Conversational exercises based on the selections translated in the class-room.

Four hours a week. Two Semesters.

Courses III and IV.

Brief repetition of the work of the first year. Syntax. Reading of the more difficult selections. Original Composition.

Three hours a week. Two Semesters.

Courses V and VI.

Reading from the various periods of French literature. Lectures on contemporary writers. The short story in modern French literature. The elements of Romance philology.

Three hours a week. Two Semesters.

Spanish

Courses I and II.

Drill in pronunciation; elementary grammar. Translation of easy Spanish sentences. Conversation and written themes based on text translated.

Four hours a week. Two Semesters.

Courses III and IV.

Grammar continued. Translation of short, easy Spanish stories. Conversation and written themes.

Four hours a week. Two Semesters.

Courses V and VI.

Selections from classical Spanish authors. Conversation and written themes.

Three hours a week. Two Semesters.

German

Courses I and II.

The elements of German Grammar. Translation of easy sentences from English into German. Conversational exercises based on the selections given in the text-book.

Four periods a week. Two Semesters.

Courses III and IV.

Reading of more difficult selections. Conversational exercises based on the selections read. Reproduction of short selections by the student.

Four periods a week. Two Semesters.

Elocution

Course I.

Vocal Culture and Gesture Drill of preceding year reviewed and perfected. Analysis of the passions; interpretation and delivery. Concert Drill.

One hour a week. Two Semesters.

Course II.

Interpretation and rendition of oratorical and poetical selections. Character study and interpretation. Concert Drill.

One hour a week. Two Semesters.

Course III.

Theory and Practice. Interpretation and rendition of various species of dramatic selections; Tragedy, Comedy, etc. Dialogues and Scenes. Descriptive and Narrative Readings.

One hour a week. Two Semesters.

Course IV.

Theory and Practice. Mutual criticism of interpretation and delivery. Discussion. Dramatic and Bible Readings. Extempore Speaking.

One hour a week. One Semester.

N. B.—Much private instruction is given in preparation for public and private contests and for dramatic performances.

Vocal Music

Membership in the Glee Club will be open to those students who possess the required qualities of voice and who can be taught to read music of moderate difficulty.

Instrumental Music

Membership in the Orchestra is open to those who have sufficiently mastered the technic of some orchestral instrument.

Alumni and Students' Organizations

The Alumni Association

The Alumni Association of St. Ignatius College was organized in the spring of 1903 and has for its object, "to keep up the friendship of college days, to promote Catholic education and to further the interests of the College." The Association holds an annual meeting about the time of the College Commencement, and other business and social meetings at the call of the Executive Committee.

Sodality of the Blessed Virgin

The object of the Sodality of the Blessed Virgin is to foster in the students an earnest religious spirit, and especially a tender devotion to the Mother of God.

Sodality of the Annunciation of the Blessed Virgin Mary

Senior Students

Established February 2, 1891

Rev. Francis A. McKernan, S. J., Director

OFFICERS, '16-'17

First Term.

James L. Brennan.....	Prefect.....	James L. Brennan
Thomas P. Chambers... }	Assistants.... }	George L. Warth
George L. Warth..... }		Thomas A. Copp
Thomas J. Doran.....	Secretary.....	Thomas J. Doran
Aloysius J. Acker.....	}Consultors.... }	Aloysius J. Acker
Aloysius A. Bungart....		Roy J. Bourgeois
Thomas A. Copp.....		Aloysius A. Bungart
William J. Keefe.....		Thomas P. Chambers
Walter A. Dorsey.....		Walter A. Dorsey
Julius J. Snyder.....		Richard J. Gaffney
Andrew J. Sommer....		Eugene McCarthy
Joseph F. Walsh.....	}Sacristans.... }	William T. Moran
Theodore Walters.....		Theodore Walters
Clarence Novy.....	Organist.....	Clarence Novy
Edward A. McDonnell }		Edward A. McDonnell
Ralph J. McMonagle.... }		Ralph J. McMonagle

Rev. Michael H. Gorman, S.J., Director

OFFICERS '17-'18

First Term.

Thomas J. Doran.....	Prefect.....	James Cozzens
Eugene McCarthy.....	{.....	Thomas Doran
Theodore Walters.....		Eugene McCarthy
Cornelius McLaughlin.....	Secretary.....	Cornelius McLaughlin
Aloysius Acker.....	Treasurer.....	Aloysius Acker
Raymond Craft.....	{.....	Richard Gaffney
James Cozzens.....		Arthur Gallagher
Richard Gaffney.....		Sylvester Mahoney
Stewart Gallagher.....		Philip O'Brien
Cornelius O'Donnell....		Cornelius O'Donnell
William O'Loughlin.....		William O'Loughlin
J. Harold Traverse.....		William Rooney
Joseph Walsh.....		J. Harold Traverse
Leonard Smith.....	Organist.....	Clyde Ryan
Ralph McMonagle.....	{.....	Ralph McMonagle
Edward McDonnell.....		James Butler

Second Term.

The Acolythical Society

The principal object of this Society is to add beauty and solemnity to Divine Worship by an active observance of the liturgistic rites and ceremonies; as also to afford students, distinguished for excellent deportment, the honor of serving in the Sanctuary.

OFFICERS

Director.....	Mr. Louis G. Weitzman, S. J.
President.....	William A. Goebel
Vice-President.....	Emmett J. Walsh
Sacristan.....	James J. Ambrose

The Apostleship of Prayer in League With the Sacred Heart

The Apostleship of Prayer in League with the Sacred Heart is a world-wide organization, of which there exists in the College a distinct and duly-erected Local Center, with membership open to all the students. The object of the association is to foster a manly and practical devotion to the Sacred Heart of our Lord and Its interests in the world, and to put in practice the law of universal charity by mutual prayer for the intentions of all Associates.

Rev. William F. Hendrix, S. J., Director.

The Students' Library

The object of the Library is to foster a taste for good and useful reading.

The Circulation Department, accessible to all students, comprises over four thousand volumes of choice literature, carefully selected with a view to the needs of the college students. Books are issued on all school days.

In the Reading Rooms, the leading Catholic journals and magazines, together with valuable works of reference, are placed at the service of the students, thus affording them ample opportunity of becoming acquainted with the current news, and of forming sound opinions upon important questions of the day. The Reading Rooms are open daily from 12 to 12:45 p. m.

Mr. Joseph Roubik, S. J., Moderator.

ASSISTANTS

1916-1917

Howard W. Smith	Joseph Riccardi	James Maher
Richard Walsh	John Gavan	

1917-1918

James E. Maher	Joseph Gill	William Goebel
Alfred Wendling	Francis Sindelar	

The Lecture Club

The Lecture Club is a student organization under the direction of a member of the Faculty. Its purpose is the giving of lectures on topics of Catholic interest, of an instructive and inspiring kind. The Club began its work three years ago with an illustrated lecture on the Life of Sister Therese, popularly known as the Little Flower of Jesus. In the first year this lecture was presented over thirty times to audiences aggregating above 11,000. During the past year two other lectures have been added, one on Lourdes, and one on Jeanne d'Arc. A lecture on Columbus will be added to the series next year. About fifty lectures were given during the school year 1916-1917, making a total of about eighty since the Club was organized. Several of the lectures were given out of town. The members are chosen from among the older students who show themselves apt speakers and who show some interest in the art of public speaking.

The Club will be glad to respond to any call where they can be of service to the parishes, parish organizations, academies, or schools.

The Athletic Association

By means of this Association, encouragement is given its members to acquire the physical development and relaxation necessary for consistent work in the class room. Those only are permitted to play on a representative team who have attained proficiency in their various branches.

OFFICERS

1916-1917

1917-1918

Mr. Robert C. Harder, S. J. Mr. Thomas S. Conron, S. J.
..... Faculty Director

Mr. Daniel J. Savage... .. Coach.....

Arthur C. J. Brickel..... President..... Raymond E. Craft

Raymond E. Craft..... Vice-President... .. Jerome O. Hanley

Jerome O. Hanley..... Secretary-Treasurer..... James P. Peppard

FOOTBALL TEAM

Stephen J. Foerstner..... Manager..... Raymond E. Craft

James P. Cozzens..... Captain..... James P. Cozzens

BASKETBALL TEAM

Arthur C. J. Brickel..... Manager..... James P. Cozzens

Andrew Sommer..... Captain..... Raymond E. Craft

BASEBALL TEAM

Theodore Walters..... Manager..... Dennis F. Hoynes

Charles A. Nelan..... Captain..... Francis X. Andrews

The Scientific Academy

The Scientific Academy of St. Ignatius College was instituted November 8, 1915. The purpose of the Academy is to promote personal endeavor along scientific lines by having the students prepare and deliver lectures on scientific subjects before the members of the Academy. Lectures from the graduates of the college or persons engaged in scientific work are occasionally delivered in order to stimulate greater interest in the members of the Academy by showing them the wide application that science has in the various departments of life. The real work of the society, however, is to have the students themselves prepare the subjects, since the good received by them in writing a lecture is far in excess of a great many lectures heard. The following officers were elected at the initial meeting of the Academy:

(For account see "Annual" pages 55-56.)

OFFICERS FOR 1916-17

President.....	Aloysius A. Bungart
Secretary.....	Thomas J. Doran
Treasurer, First Term.....	Henry M. Smith
Treasurer, Second Term.....	Eugene McCarthy

LECTURES 1916-1917

Glaciers.....	A. Bungart
Mars and Its Inhabitants.....	T. Doran
Explosives.....	H. Smith
Internal Combustion Engine.....	E. McCarthy
Radioactivity.....	F. Surtz
The Sun.....	B. Hausmann
Louis Pasteur.....	R. McMonagle
Artificial Illumination (Public Lecture)	
Historical Development of Illuminants.....	A. Bungart
Nature and Definition of Illumination.....	T. Doran
The Hydrocarbons as Illuminants.....	J. Deering
Electrical Illumination.....	E. McCarthy
The Aeroplane.....	F. Gross
Photography.....	S. Jacobson

The St. Ignatius College Musical Association

Director, Rev. Victor Winter, S. J.

Knowing the high value of music as an educational factor, the College encourages the students in their musical efforts.

Vocal Music

All the students are instructed in accordance with the Motu Proprio of Pius X, daily to take part in congregational singing at religious exercises.

The Senior and Junior Glee Clubs and the Church Choir give ambitious singers a chance to develop their abilities. Vocal culture, accompanied by instruction in correct musical interpretation, are given to members individually and in common rehearsals.

Instrumental Music.

Careful attention is given to individual players, to various instrumental combinations and especially to the College Orchestra in order to develop musical appreciation and the understanding of the various forms of composition, popular and classic.

The Glee Club

Aloysius J. Acker
Roy G. Bourgeois
James P. Brennan
John D. Buck
Edwin T. Carney
James P. Cozzens
John P. Culliton
Paul S. Curran
Thomas J. Doran
James H. Downie
Stephen J. Foerstner
J. Richard Gaffney
Daniel I. Gallagher
Ambrose Gilbride
Joseph B. Glavich
Frank J. Gross
Joseph M. Haney
Jerry O. Hanley
John E. Hannibal
Bernard A. Hausmann
Joseph A. Heilberg
Albert Hill
Stephen W. Jacobson
Wenceslas J. Kalina
Warren P. Kilway
Eugene F. Madden

John Madigan
James W. Mally
Eugene R. McCarthy
Edward A. McDonnell
Cornelius J. McLaughlin
Ralph J. McMonagle
C. T. McNamara
William T. Moran
Paul E. Murphy
W. J. Murphy
Harry C. Nash
Chas. A. Nelan
George P. Novak
Edwin O'Shea
Louis J. Perme
Edward J. Sheehan
James F. Slowey
Howard W. Smith
Julius J. Snyder
Wenceslas E. Sroub
J. Harold Traverse
A. George Troy
Joseph P. Walsh
Theodore W. Walters
George Louis Warth

The Orchestra

J. Joseph Aldrich
 Frank J. Andel
 William J. Benisek
 Floyd Lawrence Begin
 Stephen A. Boysko
 Joseph B. Corrigan
 Edward J. Crawley
 Daniel V. Curtin
 Thomas A. Donahue
 Edward M. Doyle
 Walter Doyle
 James H. Driscoll
 C. L. Firstos
 Leonard T. Gerity
 Harry Joseph Geurink
 Joseph M. Gallagher
 Leo M. Gannon
 Thomas L. Haessly
 Ambrose A. Heimann
 Julian J. Kollie
 Paul C. Kollie
 Andrew T. Kundmueller
 Thomas E. Kelly
 Michael J. Kpchak
 John A. Logan
 William J. Longo
 James E. Maher
 James J. Maruna

Robert E. McCarthy
 Francis J. Mezera
 Lawrence S. Mezera
 Charles E. Miley
 Raymond J. Noonan
 Clarence W. Novy
 Bartley T. Osborne
 Joseph Riccardi
 Alfred G. Richmond
 Arthur J. Rieger
 John V. Rieger
 John C. Schaefer
 Mathias A. Schummer
 George L. Schwarzwelder
 William T. Sinnott
 James E. Slattery
 Aloysius P. Sommerhauser
 Raymond Stasny
 Clement E. Steuer
 Harry P. Tengler
 William J. Toomey
 Wenceslas A. Uhler
 Emmet J. Walsh
 John V. Walsh
 Joseph P. White
 William T. Whitty
 George J. Wright

PROGRAM OF THE SYMPHONY CONCERT AND OPERETTA

Opening March, "Wake Up" *J. H. Merryman*
 The Orchestra

PART THE FIRST

"Rosamunde," Ballet Suite *F. Schubert*
 The Orchestra

"Anvil Chorus," from "Il Trovatore" *G. Verdi*
 Serenade *Richard Stahl*
 Glee Club and Orchestra

Ave Maria *F. Schubert*
 O Sole Mio *E. Di Capua*
 Frank E. Gafney

"The Two Larks" *Theo. Leschetizky*
 "Scotch Poem" *Edw. A. MacDowell*
 John V. Walsh

"Thais" *J. Massenet*
 Cavatina *J. Raff*
 John C. Schaefer

First Hungarian Fantasia, Piano Concerto.....	<i>Theo. M. Tobani</i> Clarence W. Novy and Orchestra
Laughing Song.....	<i>Adem Geibel</i> Quartet
Flower Song, from "Faust".....	<i>C. F. Gounod</i>
"Just Awearying For You".....	<i>C. J. Bond</i> James A. Flood
Serenade.....	<i>A. E. Titl</i>
"Annie Laurie," Pharaphrase.....	<i>H. O. Wheeler</i> Sextet
"Miserere," from "Il Trovatore".....	<i>G. Verdi</i>
"Carnival of Venice".....	<i>J. Levy</i> Joseph P. White and Lawrence S. Mezera
"A Day in the Cottonfield," Characteristic.....	<i>Smith and Zublin</i>
An Old Darksy's Reminiscences of Happy Days on the Plantation by the Mississippi	
Impersonation of the "Spirit of Reminiscence" by Wm. J. Giblin Orchestra and Quartet	
"The Bee".....	<i>F. Schubert</i>
"Berceuse," from "Jocelyn".....	<i>B. Godard</i> Carl Firstos and String Quintet
"The Beautiful Blue Danube," Waltz.....	<i>J. Strauss</i> The Orchestra

PART THE SECOND

THE SHAMROCK

An Original Musical Comedy in Two Acts

Act I. Scene near the Village of Macroom, Ireland

Dark Days for Owen O'Brien

Act II. Owen O'Brien's Cabin

The Darkest Hour is Just Before the Dawn

CAST OF CHARACTERS

Owen O'Brien, a Farmer.....Edwin O'Shea
 Dave } His Sons.....{ Ralph J. McMonagle
 Con } James A. Flood
 Tom Connor, a Neighbor.....Roy G. Bourgeois
 Kevin, His Son.....Robert E. McCarthy
 Tim McMahon, Another Neighbor.....Joseph Haney
 Larry Donovan, a Blind Fiddler.....John C. Schaefer
 Andy, His Son.....George L. Schwarzwelder
 Lord Gordon, Landlord.....Francis A. Brucker
 Lacey, His Agent.....James J. Corrigan
 A Huntsman.....Louis J. Perme
 Other Huntsmen—Joseph A. Heidelberg, Wenceslas E. Sroub, James E. Slowey.
 Quartet of Farmboys—George P. Novak, James W. Mally, Frank J. Gross, Stephen W. Jacobson.
 Townspeople of Macroon—James H. Downie, Eugene R. McCarthy, Edward J. Sheehan, Julius J. Snyder, J. Harold Traverse, Bernard A. Hausman, Cornelius J. McLaughlin, Aloysius J. Acker, John D. Buck, James E. Campbell, William J. Skelly.

Programme of the Play

“GREATER THAN A KING”

A Drama of the Visigoths

(Adapted for present performance from Msgr. Oechtering's great play,
 “Hermigild”)

CAST OF CHARACTERS

LEOVIG, King of the Visigoths.....James S. Deering
 HERMIGILD, his son, Royal Governor of Seville....Roy G. Bourgeois
 RECARED, younger son of Leovig.....Stephen J. Foestner
 GOSWIN, Chancellor of the Kingdom.....Frank A. Brucker
 RODERIC, his son.....James P. Cozzens
 ARGIMUND, Duke, Commander in Chief.....Daniel I. Gallagher
 SISBERT } Noble Brothers, { Arthur C. Brickel
 AGILAN } Ambassadors of Leovig { Cornelius J. McLaughlin
 BOSO, Count, Former Tutor to Hermigild.....John P. Culliton
 TEIAS } Visigoth Nobles.....{ Joseph A. Heidelberg
 OTULF } George P. Novak
 AGILULF } William J. O'Loughlin
 GASTULF } Julius J. Snyder
 UTOLF, Close Friend of Hermigild.....Thomas A. Copp

CLAUDIUS COMMISSIUS QUINTUS VALERIUS	}	Nobles of Seville.....	{	George Troy Eugene R. McCarthy Theodore Walters Walter A. Dorsey
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FREGISEL, a Peddler of Seville.....Lawrence Bouille

BEOULF, Blacksmith of Seville.....Joseph Haney

TRADESMEN AND CITIZENS OF SEVILLE: Charles A. Holan,
Aloysius J. Acker, Anthony J. Patton, James J. Corrigan, Clarence
J. Hayes.

ATTENDANT in Palace of Hermigild.....William J. Giblin

AMBASSADOR of the Emperor of Greece.....Ralph J. McMonagle

LIEUTENANT in Prison of Itaka.....Ralph C. Koehler

GAOLER in the Prison.....William J. Keefe

SHEPHERD BOY.....James A. Flood

SENTINEL in Visigoth Camp.....John D. Buck

VISIGOTH SOLDIERS: Francis Budjenski, James Jordan, Sylvester
J. Mahoney, Edward F. Murphy, Edwin P. Orenski, Raymond
Stasny.

SOLDIERS OF SEVILLE: Francis X. Andrews, John F. Gallagher,
Ernest A. Mey, Cornelius O'Donnell, Theodore Orenski, Frank J.
Valtr.

PILGRIMS from Seville: Louis J. Perme, Joseph B. Glavich, Frank
J. Gross, Bernard A. Hausmann, Stephen W. Jacobson, Leonard T.
Gerity, Charles E. Miley, William J. Toomey, Clarence J. Hayes,
William J. Skelly.

PAGES to LEOVIG: Robert E. McCarthy, Joseph F. Gill, Joseph
Krummert, Albert J. Horten, Albert J. Kraft, Albin C. Ring.

PAGES to HERMIGILD: Walter J. Ahern, William J. Benisek,
Patrick J. O'Reilly, Edwin F. Faulhaber.

ANGELS of Vision: Vincent M. Heffernan, Leonard A. Smith,
William F. McGinness.

Assistant ot Director, William P. Clyne

THE SCENES

ACT I

1. Council Chamber of Leovig, King of the Visigoths of Spain.
2. Room in Palace of Hermigild, Royal Governor of Seville.
3. Street in Seville.

Hermigild Chooses His Path

ACT II

1. Camp of the Visigoths before Seville.
2. Street in Seville.

Worldly Triumph of Arianism

ACT III

1. Mountain Shrine of Our Lady.
2. Council Chamber of Leovig.

An Arian Father's Half-Pity; Not Death, But Chains

ACT IV

Antechamber of the King.

Arian Intrigues and Their Reward

ACT V

Prison Cell in the Castle of Itaka.

The Final Triumph

The historical sequel of Hermigild's martyrdom is well known. Recared abandoned Arianism, and on succeeding to the throne of Spain, brought back his whole people to the Catholic faith.

MUSIC BY THE COLLEGE ORCHESTRA

PROGRAM

America, Overture.....	<i>Theo. M. Tobani</i>
Ingomar, Valse Orientale.....	<i>Emil Ascher</i>
Triumphale, Polonaise.....	<i>Theo. Moses</i>
Genial Gavotte.....	<i>Theo. Moses</i>
The Palms.....	<i>J. Faure</i>
An Autumn Bud, Waltz.....	<i>Eugene C. Lesser</i>
Evening Star, from Tannhauser.....	<i>R. Wagner</i>
Hearts and Flowers.....	<i>Theo. M. Tobani</i>
Largo.....	<i>G. F. Handel</i>
Finale, March.....	<i>Chas. Bigge</i>

Annual Contest in Elocution

PROGRAM

SECTION I (First Year)

The Traitor.....	Henry Kenney
Rienzi's Address.....	John A. Logan
Seein' Things.....	Albert J. Kraft
The Battle.....	Thomas Donahue
Railroad Clocks.....	Thomas L. Haessly

SECTION II (Second Year)

Asleep at the Switch.....	Joseph F. Gill
The Black Horse and Its Rider.....	Charles P. Scanlon
Little Joe.....	Joseph F. O'Dea
The Irish Philosopher.....	Edward J. McFadden
Gualberto's Victory.....	James Maher

SECTION III (Third and Fourth Years)

The Polish Child.....	Clarence Novy
The Star Spangled Banner.....	Aloysius J. Mellert
A Deathbed Scene.....	Cornelius J. McLaughlin
The Chariot Race.....	Joseph M. Haney

THE COLLEGE

The Volunteer Organist.....	Howard Smith
Marcus Pleads for Mercia.....	Thomas Copp
Wounded	Theodore Walters
Selection from Mark Twain.....	Eugene McCarthy

Musical Selections by the College Orchestra

Decision by the Judges

Rev. Daniel T. Gallagher

Mr. Paul J. Preusser, A. B.

Mr. Alvin O. Sibila, A. B.

Contest in Oratory

FOR THE LOUIS I. LITZLER MEDAL

PROGRAM

Musical Selections by the College Orchestra

Louis Pasteur.....	James Brennan
The Church Militant.....	James P. Cozzens
George Washington.....	Thomas A. Copp
Violin Solo. Selection from "Il Trovatore".....	<i>Verdi</i>

Thomas A. Donahue

Accompanist, John V. Walsh

Patriotism.....	Aloysius A. Bungart
Catholic Activity.....	Stephen J. Foerstner
The Need of Religion in Education.....	J. Harold Traverse

Vocal Solo, "How So Fair".....	<i>Flotow</i>
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James Flood

Accompanist, John V. Walsh

Decision of Judges

Judges

Rev. John R. Hagan, D. D.

Mr. Raymond A. Desson, A. B.

Mr. Clarence J. Perrier, A. B.

"Saul"

A Drama of the Old Testament

Presented January 15 and 16, 1918

(Adapted from Msgr. Oechtering's Choral Play, "King Saul")

CAST OF CHARACTERS

SAUL, King of Israel.....	Daniel I. Gallagher
DAVID, Son of Isai.....	James P. Cozzens
JONATHAS, Son of Saul.....	Cornelius J. McLaughlin
SAMUEL, High Priest and Judge.....	Paul E. Murphy
DOEG, the Idumean.....	J. Harold Traverse
SADOC, Captain and Retainer.....	Aloysius J. Mellert
ABNER, Leader and Retainer.....	George Troy
JUDAH } Young Sons { Joseph F. Gill	
MIPHIBOSETH } of Jonathas { Francis T. McDonough	
ABINADAB } Brothers of Jonathas { Charles P. Scanlan	
MELCHUSA } { William J. Giblin	
ELIAB } Brothers of David.....	Philip J. O'Brien
SAMMA } { Francis X. Andrews	
ACHIMELECH, High-Priest of Nobe.....	Ralph McNamara
ABIATHAR, His Son.....	Ralph C. Koehler
ABISAI, Warrior with David.....	Stephen W. Jacobson
BAASA, ZARUG, EBENEZER, Warriors.....	
.....Eugene R. McCarthy, John F. Gallagher, James J. Corrigan	
WITCH OF ENDOR.....	Joseph M. Andel
OTHER WITCHES.....	Lambert F. McGannon, Frank Sindelar
HERALD OF SAUL.....	James E. Campbell
ACHAZ, Attendant of Saul.....	Walter J. Ahern
SIBA, Servant of Jonathas.....	Leo B. Mahony
SALATHIEL, Servant of Samuel.....	Joseph J. O'Dea
ASAPH, Boy Musician.....	James A. Flood
AMON, Leader of Ancients.....	Ralph J. McMonagle
SENTINEL OF SAUL.....	Arthur Tooman
SENTINEL OF JONATHAS.....	Joseph L. Aylward
PRIESTS, Companions of Samuel: Cornelius J. Ahlm, Ernest A. Mey, Cyril J. Marquard, James H. Smith.	
ANCIENTS AND LEVITES: William C. O'Loughlin, Frank J. Gross, Bernard A. Hausmann, Clarence Carlin, Paul A. Moir, Louis J. Skala, Joseph T. Fedor, Joseph A. Lembach, Albert J. Placek, Patrick J. O'Reilly.	
WARRIORS OF ISRAEL: Stanislaus P. Nemec, George A. Durica, Cornelius A. O'Donnell, Francis J. Valtr, John J. Urda, Francis X. Budjensky, John Rezabek, Stanislaus J. Krejci, Walter Boehmer, Norbert Schwind.	

SONS OF NOBLES: Albin C. Ring, Leonard J. Geiss, Harry Harwood, Francis L. George, Thomas Patton, James Burke, Charles R. Mahony, Anthony Kmiecek, Thomas J. Peppard, Paul V. Rayburn, Francis Winkel; Cyril F. Vana, Charles Hull, Ambrose Kickham, Joseph Darmstadt, David A. Bertrand.

ASSISTANT TO DIRECTOR.....Aloysius J. Acker

USHERS: Thomas J. Doran, Arthur L. Gallagher, Charles A. Holan, Harry C. Nash, Theodore Walters, Jerome O. Hanley, Henry M. Smith, Joseph F. Walsh, Russell Westropp, Henry J. McGinness, Ambrose Gilbride.

Grateful Acknowledgments to Mr. Robert D. Delmege and Friends.

Costumes furnished by F. Szwirschina, 1110 Vine St., Cincinnati, O.

THE SCENES

ACT I

1. Outskirts of Galgala.
2. Palace of Saul.

SAUL TRIUMPHANT—ERRING—REJECTED

ACT II

1. Camp of Saul in War on Philistines.
2. Palace of Saul.

DAVID, JEHOVAH'S CHOICE

ACT III

1. Home of Samuel.
2. Palace of Saul.

PROPHECIES TO THE HOUSE OF DAVID—SAUL HARDENS HIS HEART

ACT IV

1. Wood on Hachila Hill, Camp of Saul.

THE HEART OF DAVID—SAUL'S HALF-REPENTANCE

ACT V

1. Grove of the Witch of Endor.
2. Camp of Saul and Jonathas on Mt. Gelboe.
3. Outskirts of Siceleg.

JEHOVAH'S WILL SUPREME

MUSIC BY THE COLLEGE SYMPHONY ORCHESTRA

PROGRAM

Poet and Peasant, Overture.....	<i>Suppe</i>
Serenade	<i>Schubert</i>
Charming	<i>Joyce</i>
Coronation March	<i>Eilenberg</i>
Love's Dream, Intermezzo.....	<i>Czibulka</i>
Gavotte, from "Madam Piper".....	<i>Morse</i>
Apollo, Overture	<i>Laurendeau</i>
Sextette, from "Lucia Di Lammermoor".....	<i>Donizetti</i>
Flora Bella	<i>Smith</i>
Beautiful Blue Danube.....	<i>Strauss</i>
Tannhauser March	<i>Wagner</i>

St. Ignatius College

Thirty-first Annual Commencement

June Twentieth, Nineteen Seventeen

B. OF L. E. AUDITORIUM

PROGRAM

Star Spangled Banner

Triumphale *M. Tobani*
College Orchestra

Distribution of High School Prizes and Certificates

Academic Procession

March *M. Tobani*
Oration—A Nation's Heroes Stephen J. Foerstner
Oration—The Hidden Patriot John P. Culliton
Valedictory Arthur C. J. Brickel
Cornet Duet—Quirks and Quibbles *W. A. Barrington*
Joseph P. Walsh and Lawrence S. Mezera

Conferring of Degrees

Award of College Prizes

Address to the Graduates . . John V. Gallagher, M. D., LL. D., F. A. C. S.

America

Finale College Orchestra

Degrees Conferred

The following students received the Degree of Bachelors of Arts
on June 20, 1917:

Black, Victor E.
Brickel, Alfred C. J.
Brucker, Frank A.
Bungart, Aloysius A.
Chambers, Thomas P.
Culliton, John P.
Curran, Paul S.
Derring, James A.
Foerstner, Stephen J.
Heidlberg, Joseph A.
Kalina, Wenceslas

McGraw, Edward W.
McKenna, Harold J.
Madigan, John F.
Murphy, William J.
Nelan, Charles H.
Novak, George P.
Sommer, Andrew J.
Sroub, Wenceslas E.
Steiger, Raymond J.
Warth, George L.

Award of Prizes

SENIOR CLASS HONORS

Thomas P. Chambers

SOPHOMORE CLASS HONORS

Thomas J. Doran

FRESHMAN CLASS HONORS

J. Harold Traverse

INTERCOLLEGIATE LATIN PRIZE.

A Gold Medal is offered annually by Very Rev. Alexander Burrowes, S. J., Provincial, for the best Latin Essay from the competitors of the following Jesuit Colleges of the Missouri Province: St. Louis University, St. Louis, Mo.; St. Xavier College, Cincinnati, Ohio; St. Ignatius College, Chicago, Ill.; St. Mary's College, St. Mary's, Kan.; Creighton University, Omaha, Neb.; University of Detroit, Detroit, Mich.; Marquette University, Milwaukee, Wis.; Campion College, Prairie du Chien, Wis.; St. Ignatius College, Cleveland, Ohio; St. John's University, Toledo, Ohio.

In this Contest the Gold Medal was awarded to
Raymond E. Craft of St. Ignatius College, Cleveland

Thomas J. Doran merited second place

James P. Brennan merited third place

Edward A. McDonnell merited fifth place

THE COLLEGE ORATORICAL MEDAL

Aloysius A. Bungart

Medal donated by Louis I. Litzler

THE COLLEGE ELOCUTION MEDAL

Theodore Walters

Medal donated by Rev. Joseph F. Smith

Honors in Scholarship

FIRST HONORS—CLASS OF 1918

Raymond E. Craft

Charles A. Holan

James Brennan

Thomas A. Copp

SECOND HONORS—CLASS OF 1918

Harry C. Nash

Walter F. Fowler

Louis J. Perme

Ambrose Gilbride

Warren Kilway

FIRST HONORS—CLASS 1919

Eugene McCarthy

Ralph McMonagle

A. George Troy

James L. Kocour

William Wahl

Francis M. Surtz

SECOND HONORS—CLASS 1919

Edward McDonnell

Albert Hill

James Cozzens

Paul Murphy

James Downie

Howard Smith

Jerome O. Hanley

Theodore Walters

Register of Students From 1916 to 1918

Students marked with an asterisk did not return for the year 1917-1918

Bobal, George R.*	Sophomore
Brennan, James*	Sophomore
Bricks, Ambrose	Freshman
Bruder, William P.	Sophomore
Butler, Edward T., Jr.	Freshman
Butler, James A.	Freshman
Cech, P. A.*	Freshman
Carlin, Clarence	Sophomore
Carney, Edward T.	Junior
Cavanaugh, Ignatius	Sophomore
Clyne, William	Freshman
Condon, Raymond*	Freshman
Copp, Thomas A.*	Sophomore
Corrigan, Joseph B.	Junior
Cozzens, James P.	Junior
Craft, Raymond E.	Senior
Doran, Thomas J.	Senior
Downie, James H.	Junior
Farrell, John	Freshman
Fitzgerald, William J.	Freshman
Fowler, Walter J.*	Sophomore
Friedl, Edward P.*	Freshman

Gaffney, J. Richard.....	Senior
Gafney, Francis E.*.....	Freshman
Gallagher, Arthur L.....	Senior
Gallagher, Daniel I.....	Junior
Gallagher, Stewart C.....	Freshman
Gilbride, Ambrose B.....	Senior
Gilmore, John*	Freshman
Glavich, Joseph B.*.....	Freshman
Gross, Francis E.....	Freshman
Haggerty, Patrick J.*.....	Freshman
Hanley, Jerome O.....	Junior
Hannibal, John*	Sophomore
Hausmann, Bernard A.....	Freshman
Hayes, John D.*.....	Freshman
Heffernan, Vincent	Freshman
Hill, Albert	Junior
Holan, Charles A.....	Senior
Hoynes, Dennis	Freshman
Hynes, Michael P.*.....	Freshman
Jacobsen, Stephen	Freshman
Harold, James	Freshman
Jordan, James J.....	Freshman
Kandrac, John	Freshman
Kane, John E.*.....	Sophomore
Keefe, William J.*.....	Sophomore
Keegan, William	Junior
Kiewel, Walter	Sophomore

Kirby, Edmund A.....	Freshman
Kocour, James L.....	Junior
Koehler, Ralph C.....	Freshman
Kuederle, Leonard A.....	Freshman
Lisy, Emil J.*.....	Freshman
McBrien, Edward F.....	Sophomore
McCann, Charles P.*.....	Sophomore
McCarthy, Eugene R.....	Junior
McCarthy, Justin J.*.....	Freshman
McLaughlin, Cornelius J.....	Freshman
McMonagle, Ralph	Freshman
McNamara, Brendan	Freshman
McNamara, Ralph T.....	Sophomore
Mahoney, Sylvester J.....	Freshman
Mally, James W.*.....	Freshman
Martin, Walter B.....	Freshman
Moran, William T.*.....	Sophomore
Murphy, Paul E.....	Junior
Nash, Harry C.....	Senior
O'Loughlin, William C.....	Sophomore
O'Neill, Francis	Sophomore
Peppard, James P.....	Freshman
Perme, Louis J.....	Senior
Riccardi, Joseph	Freshman
Schaefer, John C.....	Sophomore
Sheehan, Edward *.....	Freshman
Sikorski, Robert	Junior

Slowey, James T.....	Senior
Snyder, Julius*	Freshman
Smith, Henry M.	Freshman
Smith, Howard W.*	Freshman
Smith, Leonard	Freshman
Smith, Robert J.	Freshman
Stasy, Raymond	Freshman
Storey, Richard A.....	Freshman
Steyer, Clement E.....	Sophomore
Surtz, Francis M.....	Sophomore
Traverse, J. Harold.....	Junior
Troy, A. George.....	Junior
Uhler, Wenceslas A.....	Junior
Wahl, William	Junior
Walsh, Joseph F.	Freshman
Walsh, Joseph P.*	Sophomore
Walsh, William J.	Freshman
Walters, Theodore	Junior
Weber, John A.....	Freshman
Westropp, Russell	Freshman
Wisniewski, Felix	Freshman

Announcements

For 1918

Matriculation—Owing to the rush of new students immediately before the Fall Opening, parents are requested to enter their sons as soon as possible after August 15. Office hours from 9 to 12 A. M.

Conditioned Examinations—

August 21: Latin, English, Christian Doctrine.

August 23: Greek, History.

August 24: Mathematics, Sciences, Modern Languages.

Entrance Examinations will be held on Friday, August 30, at 9 A. M.

Fall Opening—Registration Day: Tuesday, September 10, 1918.

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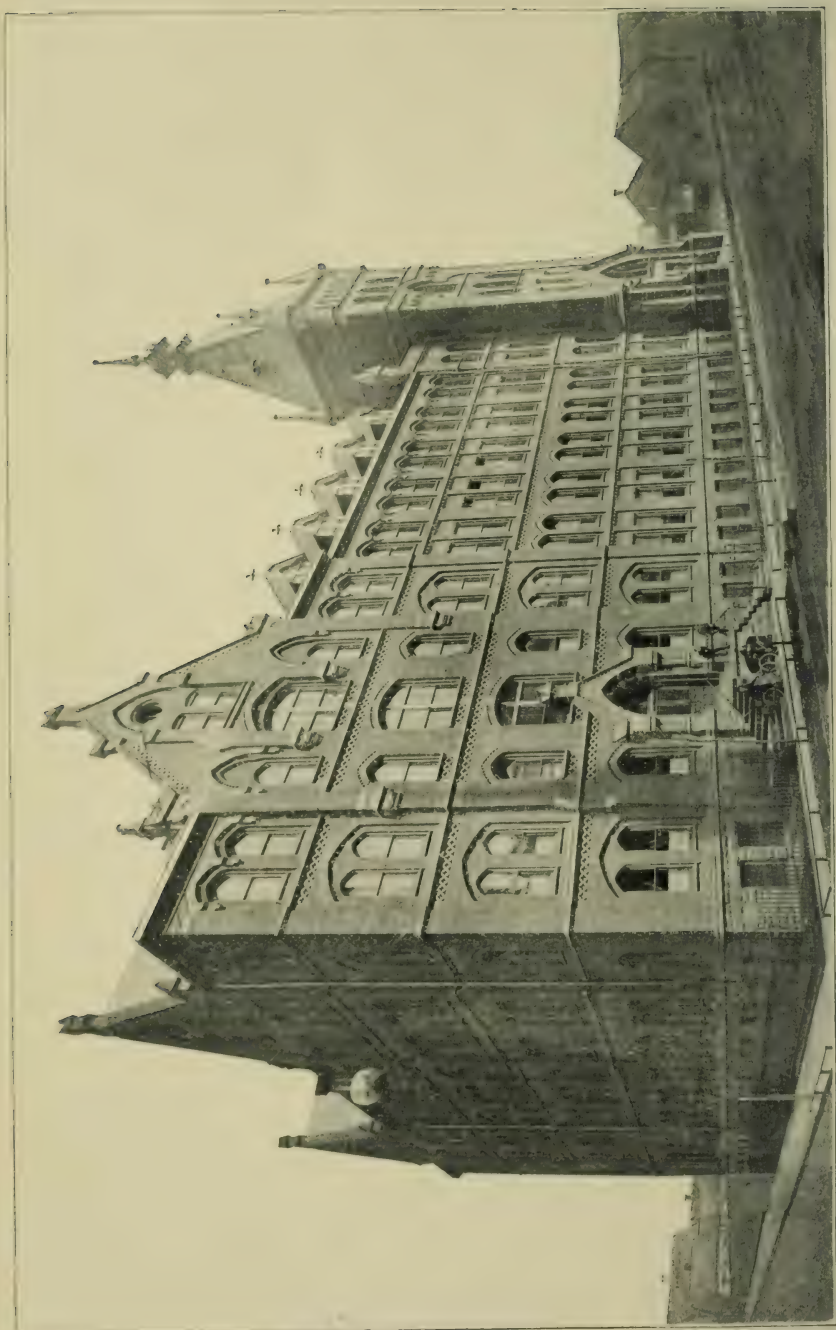
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THE COLLEGE INCORPORATED 1890

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FEBRUARY, 1919

Calendar

1919

February 1,	Second Semester begins.
February 22,	Washington's Birthday.
March 27,	Quarterly Tests begin.
April 12,	Assembly.
April 14-16,	Annual Retreat.
April 17,	Easter Recess.
April 21,	Classes resumed.
May 30,	Decoration Day.
May 28,	Closing Exercises of the Sodality.
June 10,	Annual Examinations.
June 23,	Commencement.
September 1-4,	Entrance Examinations.
September 8,	Registration.
September 8-10,	Conditioned Examinations.
September 9,	Session begins.
September 13,	Solemn Mass of the Holy Ghost, 9 A. M.
September 15,	Sodality organizes.
September 19,	Literary Societies organize.
October 6-8,	Annual Retreat.
November 4,	Quarterly Examinations.
November 12,	Assembly.
November 27-29,	Thanksgiving Recess.
December 1,	Preliminary Contest in Oratory announced.
December 8,	Immaculate Conception of the B. V. M.
December 23,	Christmas Recess begins, 11:45 A. M.

1920

January 5,	Classes resumed.
January 21,	Mid-Year Examinations begin.
February 3,	Assembly.
February 5,	Second Semester.
February 12,	Public Oratorical Contest.
February 22,	Washington's Birthday.
March 18,	Quarterly Tests.
March 31,	Assembly—Easter Recess begins.
April 6,	Classes resumed.
April 16,	Preliminary Elocution contest.
May 5,	Public Elocution Contest.
May 29,	Solemn Closing of Sodality.
May 30,	Decoration Day.
June 7,	Final Examinations begin.
June 21,	Commencement.

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Faculty Director of Athletics

MR. WALTER A. ROEMER, S. J.

Director of Students' Library

Historical Sketch

St. Ignatius College owes its origin to the Rt. Rev. Richard Gilmour, the second bishop of the Cleveland diocese. As a great champion of higher learning, he earnestly desired the erection of a College for the education of the Catholic youth of the city, and expressing this desire to the Jesuit Fathers, he invited them in 1880 to undertake this new educational venture. The Rev. J. B. Neustitch, S. J., was appointed to be the founder and first acting president of the new institution. Having purchased a site on West 30th street and Carroll avenue, he at once began the construction of a temporary, but substantial frame building, and within a year had all in readiness for September 6, 1886, when numerous eager College students registered at the opening of the first College session. That the temporary structure would soon prove inadequate was foreseen, and in the meanwhile plans had been made for a stately five-story brick edifice at the cost of \$150,000. When its north-eastern wing was completed and thrown open to the public in September, 1888, the number of students had more than doubled.

St. Ignatius College throughout its whole career has been guided by a succession of men who united in a rare degree great intellectual gifts and scholarly attainments with a breadth of view and worldly wisdom which spell success. In 1888 Rev. Henry Knappmeyer, S. J., became President, and during his regime a steady progress was marked and so great was the growth in numbers that the need of increased facilities for handling every department of College activities led him to erect the second or western wing of the present building. During his incumbency the College was incorporated by the Secretary of State with the power to confer such academic degrees and honors as are conferred by colleges and universities of the United States. His successor was the Rev. Joseph La Halle, S. J. As an eminent schoolman he gave special attention to the strict grading of the classes and to the standardization of studies

and also established the Meteorological Department. The next President was chosen from among the members of the Faculty of the College. It was the Rev. G. F. Schulte, S. J. During his term of office the Commercial courses were discontinued. Thereafter only students for the Classical course were admitted to the College. In 1902, Rev. John I. Zahm, S. J., took up the government of the College. His most important achievement was the total separation of High School and College and the rounding out of the College course by the addition of the Department of Philosophy. He was succeeded in office by Rev. George Pickel, S. J., who brought the Scientific Department of the College up to a high standard of excellence, which it has maintained up to the present. Furthermore, to remedy the overcrowded conditions he opened Loyola High School on Cedar avenue and East 106th street. At the close of his term, he was followed by the Rev. John B. Furay, S. J. The new President not only continued the policy of his predecessors but enlarged it. He bent every effort to preserve the high literary standard of the College. He believed, moreover, that some concessions to the spirit of the times should be made by giving the students greater opportunities and better facilities for athletics in the College, under the direct supervision of the Faculty. In pursuance of this idea he supervised the erection of a spacious and fully equipped gymnasium. The Musical Department of the College now occupies a commodious apartment in a wing adjoining this building. He arranged, moreover, courses of public lectures by the members of the Faculty, and encouraged the organization of scientific societies among the students.

Since August, 1915, the present incumbent, Rev. William B. Sommerhauser, S. J., has been at the head of St. Ignatius College. Under his management various college activities were given a new impulse. Glee clubs, an orchestra, dramatic and scientific societies were formed and encouraged. The College course now consisting of four years has reached that degree of efficiency where it meets the requirements of time and standards of instruction demanded by high-grade scientific and literary institutions of the present day.

"Lumina," the magazine of the College, was established to promote a taste for journalism and literary excellence among the students. The College also opened its lecture halls to the United States Naval Auxiliary Reserves for several months in 1917.

A unit of the Students Army Training Corps was established at the College on October 1, 1918, by the order of the War Department. Buildings on the Campus were remodeled and fitted to serve as barracks for the student-soldiers. Several new professors were added to the Faculty of the College to meet the requirements of the Educational section of the Army Corps. The Unit continued at the College until December 16, 1918, when it was disbanded on account of the signing of the armistice and the immediate prospect of peace which this action made possible. The students returned to their homes with but one regret, that they had not been given an opportunity of striking a blow in the cause of freedom on the battle scarred fields of France.

Exclusive of these there are at present 500 students attending the College and High Schools under the supervision of the Fathers of the Society of Jesus in Cleveland.

The System of Education

The system of education followed in St. Ignatius College is the same as that of all other colleges of the Society of Jesus. It is based upon and guided by the principles set forth in the far-famed *Ratio Studiorum*. This *Ratio*, a body of rules and suggestions, framed by the most prominent Jesuit educators, is the product of experience and the best results attained in the greatest universities of Europe at the most flourishing period of their existence. It has been attended up to the present day with unfailing success.

The system, psychological in its methods, is based upon the nature of man's mental process of development. While securing the stability most essential to educational thoroughness, it makes in its elasticity due allowance for the varying circumstances of time, place, and condition. Retaining all that is admittedly valuable in the older experienced schools of learning, it accepts and utilizes the best results of modern progress. In fact, many of the recent popular methods of teaching are nothing more than revivals of devices recommended long ago in the *Ratio Studiorum*.

The Jesuit system of education aims at the full and harmonious development of all those faculties that are distinctive of man. Its main purpose is not mere instruction or communication of knowledge; since the acquisition of knowledge, though necessarily accompanying any correct system of education, is only a secondary result; for learning is but an instrument of education, whose main purpose is culture and mental and moral development.

This purpose of education in view, it is evident that such studies in sciences and languages should be chosen as will most effectively secure the end proposed. It is vain to compel a student of immature faculties to study within the very limited period of his college course a multiplicity of the languages and sciences into which the vast world of modern knowledge has been scientifically divided. Hence, if, for instance, two or more sciences impart similar training

to some mental faculty, the one which combines the most effective training with the largest knowledge is given preference.

The purpose of the college course is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While affording mental stability it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of specialization on the part of students who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and to the scientific unfolding of knowledge. They are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

That different studies have distinct and peculiar educational values is a fundamental principle in the Jesuit system of education. Mathematics, the Natural Sciences, Languages and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one can not be supplied by another. The best modern educators are beginning to realize more and more that prescribed courses which embrace well-chosen and co-ordinated studies, afford a more efficient means of mental cultivation and development. One or more of such systematic courses, as the Classical and the Scientific, may be offered in consideration of the future career of the student. While recognizing the importance of Mathematics and the Natural Sciences, the Jesuit system of education has always kept Language and History in a position of honor as leading factors in mental culture. Mathematics, it is true, and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the deductive and inductive powers of reasoning; but Language and History affect a higher union, for they are manifestations of spirit to spirit, and by their

study bring the whole mind of man into the widest and subtlest play. Since the acquisition of language especially calls for delicacy of judgment and fineness of perception, and for a constant and quick use of the reasoning powers, special importance is given to the classic tongues of Greece and Rome. These languages having a structure and an idiom remote from the language of the student, their study lays bare before him the laws of thought and logic, and requires attention, reflection, and analysis of the fundamental relations between thought and grammar. Hence, language holds a permanent position of honor as an instrument of culture.

Greater stress, however, is laid on mental and moral philosophy, not only for the influence such study has in mental development, but also for its power in steadying the judgment of the student in his outlook on the world and on life. Rational philosophy, as a means of developing young manhood, is admittedly an instrument of strength and effectiveness. But to obtain these results, philosophy must be such in reality as well as in name. It must not consist in vague gropings after light, in detailing the vagaries of the human mind without venturing to condemn them, in reviewing contradictory systems without any expression of opinion as to the fatal defects which caused them to be discarded. Philosophy, according to the Jesuit system of education, does more than this. It formulates a logical, unified, complete system of mind-culture in harmony with well-known laws of human thought, and in the defense of definite propositions expressive of truth, it rises to the dignity of science. With such a definite system to defend against every attack, the mind becomes more acute and plastic, the logical powers are strengthened, the value of proof is properly estimated, the vulnerable points of error are readily detected and truth comes forth triumphant from every conflict of mind with mind.

The Jesuit system of education does not share the illusion of those who imagine that education while enriching and stimulating the intellectual faculties, also exercises a moral influence on human life. Experience proves that knowledge and intellectual development have of themselves

no moral efficacy. This fact established, the Jesuit system aims at developing, side by side, the moral and intellectual faculties of the student and at sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge without a guiding and controlling force, the principal faculties to be developed are the moral faculties; for morality is the underlying basis, the vital force supporting and animating the whole organic structure of education, and in consequence it must be taught continuously. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illumining what is noble and exposing what is base, and thus giving to the true and false their relative light and shade. In brief, the purpose of Jesuit teaching is to lay a solid substructure of science, professional and special, and for the building up of moral life, civil and religious.

Acknowledgments

The College, like all private educational institutions, is dependent on its friends for every necessary aid in prosecuting and developing its work, and it trusts to their generosity and their zeal for the higher things for help in bringing desired improvements to a successful issue. The President and Faculty wish to express their grateful appreciation of the kindly spirit manifested by those who are active in forwarding the interests of the College. They wish also to acknowledge with thanks, the following donations:

Official Bulletin, by Committee on Public Information.

Congressional Record, by Library of Congress.

Commentary on New Canon Law, by Rev. Jos. Smith.

Monthly Review, by U. S. Department of Labor.

Bulletins, by U. S. Department of Agriculture.

Bulletins and other Publications, by U. S. Bureau of Education.

Bulletins and other Publications, by U. S. Bureau of Labor.

The Ohio Public Health Journal, by Ohio State Department.

The Open Shelf, by Cleveland Public Library.

The Bulletins of the Catholic Educational Association.

Valuable donations to the Musical Department, by Rev. John R. Hagan, D. D.

Sixty volumes to the Scientific section of the Library, by John P. Bork.

Valuable donations to the Chemical department, by John P. Bork.

Sixty volumes and Bulletins to the Scientific section of the Library, by U. S. Geological Survey.

Twenty-five volumes, by U. S. Bureau of Mines.

Twenty Publications and Bulletins, by Ohio Experiment Station.

Section of oak pipe from the first New York Water Works, by John H. Farley.

Seven Hundred Biological Slides, by E. P. Neary.

Steel Springs for the 2400-lb. Vertical Pendulum, by M. M. McIntyre and The Perfection Spring Company.

Donations to the Chemical department, by Mr. Leo J. Haessly.

Seventy-five volumes to Library, by Dr. E. O. Bingham and Miss Louise Obermiller.

Moral Training

In its moral training the College aims at building the conscience of its students for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for this fulfillment; and, as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. The Catholic students are required to attend the classes in Christian Doctrine, to be present at the Chapel exercises, to make an annual retreat and to approach the Sacraments at least once a month.

Discipline

Regularity in attendance, earnest application to work assigned, conformity to the regulations, and gentlemanly conduct are required of all the students of the Institution. Any serious neglect in these essential points will render the offender liable to effective correction, and even to dismissal.

The College does not hold itself responsible for offenses committed out of its jurisdiction; yet any conduct that is detrimental to the reputation of the Institution, or that hinders the advancement or moral good of other students, is sufficient cause for suspension or expulsion.

Sessions

The College year begins on the second Monday in September, and includes thirty-six weeks, which are divided into Fall and Spring terms, or semesters, of eighteen weeks each. There is a Christmas Recess of one week, and an Easter Recess of five days. Classes are not held on National Holidays nor on days observed as Holydays of obligation in the Catholic Church. Thursday is the regular weekly holiday. Commencement day takes place during the third full week in June.

Recitation Hours

All students are required to be present at 8:30 A. M., unless they are excused by the Dean. Regular class recitations begin at 9:00 A. M. and continue, with a Noon Recess, until 2:25 P. M.

Attendance

As regular attendance is an important element in class standing and an essential condition for successful work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, for tardiness, or for permission to withdraw before the close of the daily session, a note from the parent or guardian will invariably be required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitations or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal.

It is highly important that all students be present on the day of re-opening after vacations, as the regular class work begins at once. Not only do students suffer greatly by missing the introductory lessons of their respective classes, but in consequence thereof great inconvenience is caused to the Professors. Latecomers and those leaving before the vacations forfeit five per cent of their general average for the semester and will not be allowed to compete for class honors.

Home Study

All the endeavors of the Faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately twenty hours each week are spent in class work; and to prepare the recitations and exercises for this work, as well as to review the matter previously seen, about three hours daily are required. Parents and guardians are, therefore, respectfully urged to insist on this application.

Grades of Scholarship

The student's progress is indicated by the combined results of his examinations and class work. Class work is the record of the student's attendance and of his satisfactory work during the recitation periods. Each subject is estimated on the basis of 100%. An average below seventy-five is unsatisfactory; 70% is the passing mark; 50% is a failure; and from 50% to 69%, inclusive, is reckoned a condition.

Reports

After each set of tests and examinations, a report of the student's standing is sent to the parents or guardian. The Dean should be notified if the reports are not received in due time.

Parents and guardians should observe that absence and tardiness, even though excusable, affect the class-work and, consequently, the student's standing and his chances for promotion.

Communications

Due notice should be given to the Dean of a change of residence, or the contemplated withdrawal of a student.

Expenses

As the Institution is not endowed, it is entirely dependent for its support on the fees paid for tuition.

Entrance fee, \$5.

Tuition, per session of ten months for all classes, \$60.

Library fee, \$1.

Gymnasium and Athletic Association fee, \$2.

Students of Biology, Chemistry and Physics pay \$10 per session for the use of the apparatus.

Diplomas for Graduates in the Classical Course, \$10.
Conditioned examinations, \$1.

Conditioned examinations on days other than those assigned by the Faculty, \$2.

Payments must be made quarterly or semi-annually in advance. The account for tuition dates from the day of the student's entrance. No deduction is allowed for absence, save in case of dismissal or protracted illness. The session is divided into quarters, beginning respectively about the 1st of September, the 15th of November, the 1st of February, and the 15th of April. No student will be admitted to a semester examination or to the final examination for graduation if any bills remain unpaid.

Equipment

The College affords its students every facility for mental, moral and physical development. Its class rooms and lecture halls are spacious, bright and well ventilated. It has a large gymnasium, with locker rooms and shower baths adjoining.

In the Department of Science the lecture rooms are fitted out with the latest improved devices, and laboratories are generously provided with suitable apparatus and materials for experimental work in Chemistry, Physics and Biology.

Library

The College Library is classified according to the Dewey decimal system, and contains about ten thousand bound volumes. The Students' Library, to which the students have access at all times, contains four thousand five hundred volumes, selected for special needs. In connection with this library is a well-appointed reading room, which affords ample opportunities for obtaining information upon current topics. Many leading magazine reviews and journals, and a valuable collection of works of reference, are at the service of the students.

High Schools

The better to secure the results aimed at in its educational work, and to arrange a more perfect co-ordination between High School and Collegiate studies, the College has deemed it advisable to maintain a closely affiliated system of High Schools. Their purpose is to fit their pupils to meet the College entrance requirements by offering a programme of studies based upon those fundamental principles and methods which, in the judgment of the Faculty, underlie alike the work of the High School and the College. There are at present two of these Schools: St. Ignatius High School, situated at 1915 West 30th street, and Loyola High School, 10620 Cedar avenue. Catalogues containing the Course of Studies and other information, may be had on application to the respective Principals.

Prizes

Moran Senior Philosophical Medal.—A gold medal for Highest Honors in Senior class of Philosophy is offered by the Rev. Francis T. Moran, D.D., Rector of St. Patrick's Church, Cleveland.

The Pfeil Junior Medal.—A gold medal for the Highest Honors in Junior class is offered by the Rev. Nicholas Pfeil, Rector of St. Peter's Church, Cleveland.

The St. Ignatius Alumni Medal.—A gold medal for the Highest Honors in Sophomore class is offered by St. Ignatius Alumni Association.

The Hroch Freshman Medal.—A gold medal for the Highest Honors in Freshman class is offered by the Rev. Francis J. Hroch, Rector of St. John Nepomucene's Church, Cleveland.

The Smith College Elocution Medal.—A gold medal for the successful contestant in the Public Elocution Contest is offered by the Rev. Joseph F. Smith, Rector of St. Philomene's Church, Cleveland.

The Litzler Oratorical Medal.—A gold medal for the best original oration delivered in the annual contest in oratory is offered by Mr. Louis I. Litzler, Cleveland.

The Scientific Medal.—A gold medal is awarded to the student in the College Department for the best scientific essay submitted under the conditions required in the contest. The subject is chosen from the field of Chemistry or Physics. The medal is donated by a friend of the College.

Honors in Scholarship

The honors and prizes awarded at the end of the year are determined by the combined results of class-work and examinations. Four gold medals for Class Honors are

awarded each year to those students who lead their respective years in scholarship, provided a grade of 90 per cent or over is maintained for the year's work.

Those who maintain an average of 90 per cent or upward merit the distinction of First Honors; and those who maintain an average between 85 and 90 merit the distinction of Second Honors. A student who fails in any subject at the semester examinations is thereby disqualified from all honors.

Special Prizes

Intercollegiate English Prize

A purse of \$100 (\$50 for the first prize, \$20 for the second, \$15 for the third, \$10 for the fourth, and \$5 for the fifth) is offered yearly by Mr. D. F. Bremner, of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit Colleges of the Missouri Province, which are:

St. Louis University, St. Louis, Mo.

St. Xavier College, Cincinnati, Ohio.

St. Ignatius College, Chicago, Ill.

St. Mary's College, St. Marys, Kan.

Creighton University, Omaha, Neb.

University of Detroit, Detroit, Mich.

Marquette University, Milwaukee, Wis.

Campion College, Prairie du Chien, Wis.

St. Ignatius College, Cleveland, Ohio.

St. John's University, Toledo, Ohio.

Intercollegiate Latin Prize

For the best Latin essay from competitors of the same colleges, a gold medal is offered by Very Rev. Francis X. McMenamy, S. J., Provincial.

Scholarships

In the College an Annual Scholarship is provided by the donation of \$60. A permanent scholarship which entitles the founder at all times to keep one scholar, designated by him and acceptable to the Faculty, free at the College, is founded by the gift of \$1,500.00. If the founder fails to name an incumbent, the scholarship will be conferred at the discretion of the President of the College.

Donors of Permanent Scholarships

The Rev. E. W. J. Lindesmith Scholarships (two), founded by the Rev. E. W. J. Lindesmith.

The Rev. E. M. O'Callaghan Scholarships (two), founded by the Rev. E. M. O'Callaghan.

The St. Aloysius Scholarships (six), founded by the late Rt. Rev. Msgr. Felix M. Boff.

The Mary I. Sexton Scholarship, founded by Mrs. Mary I. Sexton, Chicago, in memory of her parents, John F. and Catherine Lyons.

The Rev. Michael Zoeller, S. J., Golden Jubilee Scholarship, founded by St. Mary's Parish.

The Elizabeth Schweitzer Scholarship, founded by Mrs. Elizabeth Schweitzer.

The Philip H. Marquard Scholarship, founded by Mr. Philip H. Marquard, Cleveland, Ohio.

The same benefactor donated an Annual Scholarship during the course of the year.

The Rev. Hippolyt Orlowski Scholarships (two) founded by the late Rev. Hippolyt Orlowski, of Berea, Ohio.

The Rev. John T. Carroll Scholarship, founded by the late Rev. John T. Carroll, Cleveland, Ohio.

The Pauline Vollmer Scholarship. Founded by Miss Pauline Vollmer.

One scholarship for the entire course (High School and College), and four scholarships for the High School course are offered by the President of the College to the eighth grade boys of the parochial schools of Cleveland and vicinity, who obtain the highest marks in the competitive examination.

Competitive Scholarships

The Scholarships. They are five in number. The first is for both a classical High School and College course, the latter leading to the A. B. degree. It lasts for seven years and is worth \$420. The other four give a High School course only; they last four years, and are valued at \$240. St. Ignatius College thus gives the value of \$1,380 for the higher education of ambitious Catholic boys.

Award of Scholarships. The Scholarship for the entire A. B. course will be awarded to the candidate making the highest average in a competitive examination. The four next in merit will be awarded High School Scholarships. Winners may take their High School course either at St. Ignatius College, W. 30th and Carroll, or at Loyola High School, E. 106th and Cedar.

N. B.—No school will be awarded more than one scholarship.

Eligibility. Each applicant must be a pupil in good standing of the eighth grade in a parochial school of the Diocese of Cleveland. Moreover, before receiving the Scholarship he must present his certificate of graduation.

Conditions For Holding Scholarships. The Scholarships are for tuition only. The holder must defray other expenses; entrance fee, annual Athletic and Library fees, necessary books and stationery, science fee, on graduation the diploma or certificate. Scholarship boys must pay these fees in full at the beginning of each school year.

Annulment of Scholarships. 1. These Scholarships are not transferable, and are forfeited when, for any reason, the holder's relations with the College are severed.

2. Scholarship boys are expected to maintain a general average of 85 per cent. If they drop below this, they will be seriously warned. A general average under 80 per cent

loses the Scholarship. Where sickness causes such falling in percentage, the President of the College will judge the case.

Subjects For Examinations. 1. English. (a) Grammar. Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

(b) Composition; with reference in particular to spelling, penmanship, neat forms, use of capital letters, punctuation, correct grammar, and proper idiom.

2. Arithmetic. Fractions, common and decimal; denominate numbers; measurements; percentage, including commission; simple and compound interest; discount; ratio and proportion; square and cube roots.

3. History. Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

Method of Examination. For the examination each applicant should bring his pen; all else will be given him. On the day appointed each boy receives a numbered card, on which he signs his name, address and school. He then receives the examination forms, on which he signs the number of his card only, not his name. He then encloses the card in a blank envelope, the seal of which will not be broken until the judges have given their decision. The envelopes are then publicly opened, and the winners announced.

Admission

REQUIREMENTS FOR ADMISSION

Testimonials and Certificates

All applicants for admission to the College must present satisfactory testimonials of good moral character. A student entering from another college or institution of collegiate rank, must furnish from such institution a certificate of honorable dismissal before his credentials for scholarship will be examined by the Entrance Board.

Entrance Requirements

Candidates for admission to Freshman year must present entrance credits amounting to sixteen units. A unit is a series of recitations or exercises in a given subject pursued continuously throughout the school year. The number of class exercises required in a week for each unit shall, in general, be five. Double periods are required for laboratory courses.

The required subjects for admission to the several courses appear under Group I. The elective subjects which may be presented to complete the required sixteen units will be found under Group II.

GROUP I

Prescribed Entrance Subjects

A. B. Course

Latin	4 units	Plane Geometry	1 unit
Greek †	3 units	Ancient History	1 unit
English ‡	3 units	American History and	
Algebra (through quadra-		Civics	1 unit
tics)	1 unit	Science	1 unit
		Elective	1 unit

B. S. Course

English ‡	3 units	Ancient History	1 unit
Foreign Language	2 units	Science	2 units
Mathematics	3 units	Elective	5 units

Litt. B. and Ph. B. Courses

English †	3 units	American History and	
Foreign Language *	3 units	Civics	1 unit
Mathematics	2 units	Science	1 unit
Ancient History	1 unit	Elective	4 units
Modern History	1 unit		

GROUP II

Elective Entrance Subjects

English Literature	1 unit	Algebra (intermediate) . . .	$\frac{1}{2}$ unit
Foreign Language	2 units	Algebra (advanced)	$\frac{1}{2}$ unit
Biology	1 unit	Geometry (solid)	$\frac{1}{2}$ unit
Botany	1 unit	Trigonometry	$\frac{1}{2}$ unit
Zoology	1 unit	Modern History	1 unit
Chemistry	1 unit	English History	$\frac{1}{2}$ or 1 unit
Physical Geography	1 unit		

† Should a candidate, otherwise qualified, be unable to meet the requirements in Greek, he may take elementary Greek in his Freshman year and finish the Greek course before graduation.

‡ The usual school course allows only three hours per week for English in the upper years; hence the work of the four years counts as 3 units. When four full years (five hours per week) are devoted to English, a claim for more than 3 units will be considered.

* All in one language or two in one language and one in another.

Scope of Entrance Subjects

The following descriptive outline indicates the amount of preparation expected in each of the subjects named:

LATIN

(a) **Grammar and Composition.** The examination in grammar and composition will require a thorough knowledge of the entire Latin grammar together with such facility in writing Latin prose as is required by one who satisfactorily completes the course of exercises prescribed by St. Ignatius' High School. This course is based on Bennett's New Latin Composition.

(b) **Reading.** Caesar's Gallic War, four books; Nepos' Lives (6) may be taken in place of two books of Caesar; Cicero's orations against Catiline and for Archias and the Manilian Law. Cicero's De Senectute and Sallust's Catiline

or Jugurthine War may be taken as substitutes for three of the above orations. Vergil, four books of the Aeneid (or their equivalent from the Eclogues, or Georgics) and Ovid's Metamorphoses. The examination will include translation at sight of both prose and verse. (Four units.)

GREEK.

(a) **Grammar and Composition.** The examination in grammar will require a thorough knowledge of etymology, of the syntax of cases, the rules of concord and prepositions. A working knowledge of the epic dialect; practice in metrical reading and written scansion; practice in reading at sight. For Greek the credit is three units. Composition will be based on Xenophon and will test the candidate's ability to translate into Greek simple sentences with special reference to the use of the forms, particularly of the irregular verb, and the common rules of syntax.

(b) **Reading.** Xenophon's Anabasis, four books, or their equivalent; Homer's Iliad or Odyssey, two books. The examination will include translation at sight of both prose and verse. (Three units.)

ENGLISH *

(a) **Rhetoric and Composition.** The applicant should be familiar with the principles of Rhetoric as set forth in Brook's, Scott-Denney or an equivalent. The composition will test the candidate's ability to write clear, idiomatic English. The subject will be taken from his experience and observation, or from the books he presents for examination. The spelling and punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

(b) **Literature, 1918-1919.** (a) For Reading: Cooper, The Spy, The Last of the Mohicans; Stevenson, Treasure Island; Poe, Poems and Tales; Scott, The Talisman; Longfellow, Tales of a Wayside Inn; DeQuincey, Flight of a

* The Uniform College Entrance Requirements in English for 1917 will be accepted as will any fair equivalent work in this department.

Tartar Tribe; Eliot, Silas Marner; Shakespeare, Julius Caesar; Pope, Essay on Criticism; Tennyson, Idylls of the King.

(b) **For Study:** Dickens, Christmas Stories; Irving, Sketch Book; Hawthorne, Twice-Told Tales; Scott, Ivanhoe; Whittier, Snowbound, and other poems; Sir Roger de Coverly Papers; Washington, Farewell Address; Webster, Bunker Hill Oration; Dickens, David Copperfield; Lowell, Vision of Sir Launfal, and other poems; Lamb, Essays of Elia; Macaulay, Essay on Johnson; Garraghan, Prose Types in Newman; Newman, Dream of Gerontius; Shakespeare, Merchant of Venice.

A knowledge of the subject matter and form of each work with an explanation of the principal allusions will be required, together with the literary qualities, so far as they illustrate rhetorical principles, a biographical outline of the authors and an account of their works. (Three units.)

FRENCH *

1. The first year's work should include careful drill in pronunciation and in the rudiments of grammar, abundant easy exercises designed to fix in mind the principles of grammar, the reading of 100 to 175 pages of graduated text, with constant practice in translating easy variations of the sentences read, and the writing of French from dictation. (One unit.)

2. The second year's work should comprise the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches, constant practice in translating into French easy variations upon the texts read, frequent abstracts—sometimes oral and sometimes written—of portions of the text already read, writing French from dictation, and continued grammatical drill, with constant application in the construction of sentences. (One unit.)

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty,

* The admission requirements in French are those recommended by the Modern Language Association of America.

a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, the study of a grammar of moderate completeness, and the writing from dictation. (One unit.)

GERMAN *

1. The first year's work should comprise careful drill in pronunciation; memorizing of easy, colloquial sentences; drill upon the rudiments of grammar; easy exercises, designed not only to fix in the mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; the reading of from 55 to 100 pages of text; constant practice in translating into German easy variations upon sentences selected from the reading lesson and in reproducing from memory sentences previously read. (One unit.)

2. The second year's work should comprise the reading of 150 to 200 pages of literature in the form of easy stories and plays, practice in translating into German the substance of short and easy, selected passages, and continued drill upon the rudiments of grammar. (One unit.)

3. Advanced work should include, in addition to the two courses above, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, abstracts, paraphrases, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the more technical points of the language. (One unit.)

HISTORY

The candidate will be expected to show on examination such general knowledge of each field as may be required by the study of an accurate text-book of not less than 300 pages. The examination will call for comparison of historical characters, periods and events, and, in general, for the exercise of judgment as well as of memory.

* The admission requirements in German are those recommended by the Modern Language Association of America.

1. Ancient History. Comprising Oriental and Greek History to the death of Alexander, and Roman History to 800 A. D., with due reference to Greek and Roman life, literature and art. (One unit.)

2. Mediaeval and Modern History. From the death of Charlemagne to the present time. (One unit.)

3. English History. With due reference to social and political development. (One-half or one unit.)

4. American History. With special stress upon the national period, and Civil Government. (One unit.)

MATHEMATICS

Elementary Algebra and Plane Geometry are required for admission to all courses; the other subjects are optional, unless otherwise indicated above.

1. Elementary Algebra. Algebra through Quadratics. The points to be emphasized are: Rapidity and accuracy in performing the four fundamental operations, factoring and its use in finding the greatest common factor and the lowest common multiple, radicals, the solution of linear equations containing one or more unknowns, the solution of quadratic equations, and the statement and solution of problems. (One unit.)

2. Plane Geometry. The usual theorems and constructions of good text-books. Attention should be paid to the solution of original exercises and numerical problems and to the subject of loci. It is desirable that a short course in practical Geometry should precede the study of formal Geometry. (One unit.)

3. Solid Geometry. The usual theorems and constructions of good text-books. Attention should be paid to the solution of original exercises and numerical problems and to the subject of loci. (One-half unit.)

4. Intermediate Algebra. Theory of quadratic equations, remainder theorem, radicals with equations involving them, imaginary and complex numbers, ratio and proportion, variation, arithmetic and geometric progressions and graphs. (One-half unit.)

5. Advanced Algebra. This includes permutations and combinations, the binomial theorem for positive integral exponents, logarithms, convergency and inequalities. (One-half unit.)

6. Trigonometry. Plane Trigonometry as presented in the best modern text-books. Especial attention should be paid to accuracy, neatness, and the proper arrangement of the work. (One-half unit.)

NATURAL SCIENCES

Physics. One year's daily work in Physics, of which one-third should be laboratory work. The student should possess a thorough knowledge of the elementary principles of mechanics, heat, light, sound, electricity and magnetism, as presented in such text-books as Millikan and Gale or Carhart and Chute. Note-books on the work done in the laboratory, certified by the instructor, must be presented at the time of entrance. (One unit.)

Chemistry. One year's daily work in Chemistry, of which one-third should be laboratory work. The student should possess a thorough knowledge of the general laws and theories of chemistry and should be familiar with the occurrence, preparation and properties of the common elements and their compounds as presented in such text-books as McPherson and Henderson, Storer and Lindsey or Remsen. Note-books on the work done in the laboratory, certified by the instructor, must be presented at the time of entrance. (One unit.)

Zoology. One year's daily work in Zoology as presented in the text-books of Linville and Kelly, Jordan or Kellogg, with work in the laboratory and the field. A note-book on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. (One unit.)

Botany. One year's daily work in Botany as presented in Bergen, Atkinson or Coulter. A note-book, certified by the instructor, describing the work done in the laboratory and the field, must be presented at the time of entrance. (One unit.)

General Biology. A combined course in Botany and Zoology, extending throughout the year, as presented in Hunter's Essentials of Biology or an equivalent text. A note-book on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. (One unit.)

Physical Geography. One year's daily work in Physical Geography as treated in the text-books of Tarr, Davis or Dryer, with training in the laboratory and the field. Note-books on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. (One unit.)

Methods of Admission

Admission by Certificate

Admission without examination on certificate is granted students from approved secondary schools as follows:

1. Secondary schools accredited by the North Central Association of Colleges and Secondary Schools.

2. High schools of the first grade which are so rated by the State Superintendent of Public Instruction.

3. Private schools and academies, not on any list, but approved, after investigation, by a vote of the Faculty.

Credentials which are accepted for admission become the property of the College and are kept permanently on file. All credentials should be filed with the Registrar. They should be mailed at least one month before the beginning of the fall term, in order to secure prompt attention. Compliance with this request will save applicants much inconvenience.

Blank forms of entrance certificates, which are to be used in every case, may be had on application to the Registrar. Certificates must be made out and signed by the Principal or other recognized officer of the school and mailed by him directly to the Registrar. No certificate will be accepted unless the holder is a graduate and has spent the last year of his high school course in the school issuing

the certificate. A catalogue of the school, if published, describing its courses of study in detail, should accompany the certificate.

The certificates should fully cover the entrance requirements of the College. Admission on school certificates is in all cases provisional. If, after admission to the College, a student fails in any subject for which a school certificate was accepted, credit for that entrance subject may be cancelled.

Admission by Examination.

Applicants who are not entitled to enter on certificate must take the entrance examinations in the entire number of units required for entrance. These examinations are held during the last week in June and the first week in September.

Admission to Advanced Standing.

Candidates for admission to St. Ignatius College from other institutions of collegiate rank, which offer the same or equal courses of study, will be granted the same standing as at the former institution upon presenting in advance of registration (1) a certificate of honorable dismissal; (2) an official transcript of college credits, with specification of courses and year when taken, hours and grades; (3) an official certified statement of entrance credits and conditions, showing the length of each course in weeks, the number of recitations and laboratory exercises each week, the length of recitations and the mark secured.

No student will be admitted to the College as a candidate for a degree after the beginning of the Senior year.

Graduation

Students who have pursued an entire course as prescribed and have successfully passed their examinations are recommended to the Trustees for the first academic degree in course. Such recommendations are ordinarily acted upon and the degrees are conferred at Commencement, at which time the students receive diplomas from the President of the College.

DEGREES

Baccalaureate Degrees

The degrees conferred by the College upon successful completion of the respective courses are Bachelor of Arts (A. B.), Bachelor of Science (B. S.), Bachelor of Philosophy (Ph. B.), and Bachelor of Literature ((Litt. B.).

The conditions for the Baccalaureate degrees are the following: (a) The completion of the four years' course leading to the degree for which the student is a candidate; (b) a written thesis approved by the Dean of the College and presented at least four weeks before graduation; (c) all work to be accepted in fulfilment of any requirement for the degree must be completed with a grade above 70; (d) a fee of \$10, payable in advance.

Honorary degrees may be conferred at the discretion of the Board of Trustees upon those who have deserved well of the community in Literature, Science, or the Professions.

EXAMINATIONS

Examinations in all subjects are held at the close of each semester. In addition to the regular examinations, mid-semester tests are held in November and April. Partial examinations and written recitations are held from time to time, during the year.

A condition due to failure in a semester examination may be removed by a supplementary examination. The supplementary examinations are held during the first month of the succeeding semester. They may be taken only on the days specified. For each subject a fee of one dollar is charged, payable in advance at the treasurer's office. Removal of conditions by examinations shall not entitle a student to a grade higher than 70. A student may take only one examination to remove a condition. If he fails to pass the subject in both the regular and supplementary examinations, he must repeat the entire subject in class.

Conditions may be incurred: (a) by a failure to satisfy the requirements of any course, which requirements include

the recitations, tests and other assigned work, as well as the examination; (b) by exclusion from an examination because of excessive class-room absences, and (c) by absence, due to any cause, on a day appointed for examination.

Conditioned students absent from the regular supplementary examination must present an excuse satisfactory to the Dean or receive a zero for the examination.

CLASSIFICATION OF STUDENTS

All regular students (i. e., those who are candidates for degrees) are required to take five courses during each semester. Until they have completed ten semester courses (in addition to the full admission requirements), they are registered as Freshmen. From that time they rank as Sophomores until the completion of twenty semester courses; as Juniors until the completion of thirty semester courses. One who has met the full requirements for admission and completed thirty semester courses is considered a Senior. No student will be admitted to the Senior year as a candidate for a degree unless all previous conditions have been removed.

Curriculum

The College Course embraces instruction in the departments of Philosophy, Language, Literature, History, Science, and Mathematics. The aim of the course is to give the student a complete liberal education, which will train and develop all the powers of the mind, and will cultivate no one faculty to an exaggerated degree at the expense of the others. The college ideal is not to foster specialization, but to cultivate the mind, to build up and strengthen true character, and to impart that accuracy of thought and reasoning and that breadth of view which must ever be the foundation as well of more advanced scholarship as of eminence in the professions or other stations in life.

GENERAL STATEMENT OF THE COURSE OF STUDY FOR THE DEGREE OF A. B.

All candidates for the degree of Bachelor of Arts must before graduation complete forty semester courses, which shall include two years of college Greek, three years of college Latin, three years of English, two years of Science in the group Physics, Chemistry, Biology, Geology, Astronomy, one year of History, one year of Mathematics, and two years of Philosophy. In addition, the candidate must do the prescribed work in Public Speaking, and, unless he can give evidence that he possesses a reading knowledge of French or German he must take a two years' course in one of these languages. Catholic students, moreover, will be required to take every year a course in Evidences of the Christian Religion, two hours a week, which if pursued for two years, will be accepted in satisfaction of two semester courses.

The rest of the studies are elective in this sense, that the student who wishes to pursue technical or professional courses after or even before graduation will be given full opportunity to take those studies that will best prepare him for such courses and be allowed full liberty, under proper

advice, to arrange his work according to the outline of studies given below. Under certain circumstances he may be allowed to drop one of the subjects there prescribed in favor of an elective, with the approval of the committee on electives. In case the student gives no such notice of wishing to prepare for professional studies, he will be required to follow certain specified courses in Political Economy, History of Philosophy, Geology and Astronomy. Any candidate, if found deficient in English, shall besides his other required work, take such courses as will be prescribed for him by the Department of English.

SCHEDULE FOR THE A. B. COURSE

Freshman Year

The object of this class is the cultivation, in a special manner, of literary taste and style, which is to be effected chiefly by the study of the best poets and prose writers. The Greek and Latin classics are studied for this purpose, together with such English writers as are noted for the highest qualities of literary substance and form. Special emphasis is laid on the study of poetry. Moreover, in this class, as in the others of the course, the literary work is supplemented by that training in Mathematics and Science, which is required by a liberal education.

The prescribed studies are Latin, I and II*; Greek, I and II; English, I and II; Mathematics, I and II, and Chemistry, I and II. A student who enters with four units in Mathematics will not be required to take this subject in college. He may anticipate some other course. One who enters without Physics or without Chemistry will have to take that subject in Freshman year.

Sophomore Year

The work of this year centers on the study of Oratory and Historical Composition. The nature and types of oratory, principles of argumentation, the nature and requirements of historical writing are thoroughly investigated—the best models, ancient and modern, forming the subject-

* See subject in the Outline of College Courses beginning on Page 44. The Roman numeral refers to the number of the course under the subject indicated.

matter of study. Thus, while perfecting literary taste, the class is intended to develop that grasp and perspective of structure without which composition on a large scale is impossible.

The required studies are Latin, III and IV ; Greek, III and IV ; English, III and IV ; History, III and IV, and one subject from the following: A Modern Language, Mathematics, III and IV, a Science (Physics, I and II). A student who has no reading knowledge of French or German will have to take either of these languages for two years during the remainder of his college course. A second Science must be taken in either Sophomore or Junior or Senior year, unless full credits for both Physics and Chemistry have been presented at entrance.

Junior Year

The object of this class is to form the mind to habits of correct reasoning and to impart sound principles of philosophy. Logic, Rational Philosophy — being, causality, the nature of matter, the human soul, its nature, origin, operation, etc. — are the chief subjects of study. The additional training received from the study of the history of Philosophy and various literary topics is by no means neglected.

In Junior year every student must take Logic, I, and Ontology, II, in the Department of Philosophy; Latin, V and VI, and English, V and VI, and two subjects from the following: Mathematics, III and IV; Greek, V and VI; German, I and II; French, I and II; a Science (Physics or Chemistry, Biology, I and II; Geology, I and II; Astronomy, I); History of Philosophy, V.

Senior Year

The study of Philosophy is continued this year in courses on the three important subjects of Psychology, Natural Theology and Ethics. These courses, treating of the existence of God, the origin of Moral Obligation, the Natural Law, Duties and Rights, the Origin and Nature of the Soul, etc., form the crowning work of a liberal education. Their aim is to teach sound principles of conduct, to give the students clear ideas on the purpose and destiny of man,

and on the problems of life and their solution, as furnished by ethical principles.

Every Senior is required to take Psychology, III, and Natural Theology, IV, and Ethics, V and VI, in the Department of Philosophy, and select three more subjects from the list of Junior electives, to which are added Political Economy, VII and VIII; in the Department of Philosophy, English, VII and VIII.

GENERAL STATEMENT OF THE COURSE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE

The Course leading to the degree of Bachelor of Science is open to those who, entering without Latin or Greek, or not wishing to continue these subjects, follow the outline of studies given below. They must complete forty semester courses exclusive of the prescribed work in Public Speaking. Catholic students must also take every year a course in Evidences of Religion, of from one to two hours, which, if pursued for two years, will be accepted in fulfilment of two semester courses. Every student must take five courses, each course consisting of not less than three hours a week, and he must in Junior and Senior years complete six semester courses in one or two closely allied sciences. The course is so arranged as to give, especially in the Freshman and Sophomore years, a broad training in the fundamental studies necessary for future success in scientific work, that is, in English, in Physics and Chemistry, in college Mathematics, in Logic and Philosophy, and in Modern Languages. Many electives are offered in Junior and Senior years. In choosing from them the student must be guided by his prospective future work.

Freshman Year

The required studies are English, I and II; Mathematics, I and II; a Modern Language, I and II; Chemistry, I and II, and either a course in one of the sciences outlined below, or a second Modern Language.

Sophomore Year

The Sophomore student must take English, III and IV; a Modern Language, III and IV (the one begun in Freshman continued); Physics, I and II; History, III and IV, and one subject from the following: Mathematics, III and IV; Qualitative Analysis, III and IV; a second Modern Language, III and IV.

Junior Year

The prescribed studies are English, V and VI; Logic, I, and Ontology, II, in the Department of Philosophy, and three subjects from the following: Analysis, Organic Chemistry, V and VI; General Biology, I and II; Geology, I and II; Astronomy, I, any elective of the Sophomore year.

Senior Year

The prescribed subjects are Ethics, V and VI, and Psychology, III, and Natural Theology, IV, in the Department of Philosophy. Moreover, the student must continue one subject taken in Junior year and select two from the following: English, VII and VIII; Political Economy, VII and VIII, any elective of Sophomore or Junior year.

OUTLINE OF STUDIES FOR THE LITT. B. DEGREE

Freshman Year

The prescribed subjects are: English, I and II; Mathematics, I and II; Foreign Languages, I and II; Chemistry, I and II. The student must choose one subject from the following: A second Modern Language, I and II; History, I and II.

Sophomore Year

The prescribed subjects are: English, III and IV; Foreign Language; History, III and IV; Physics, I and II, and one from the following: A Science, Mathematics, History of English Literature, or any elective of Freshman year.

Junior Year

The required subjects are: English, V and VI; Logic, I, and Ontology, II, in the Department of Philosophy, one Foreign Language. Two electives from the following: History, V.; Geology, I and II; Astronomy, I; any elective of Sophomore year.

Senior Year

The required subjects are: Ethics, V and VI; Psychology, III, and Natural Theology, IV, in the Department of Philosophy. Three electives from the following: English, VII and VIII; Political Economy, VII and VIII; any elective of Sophomore or Junior year.

OUTLINE OF STUDIES FOR THE PH. B. DEGREE

The degree of Bachelor of Philosophy (Ph. B.) is conferred on those who substitute modern languages for the ancient classics prescribed in the A. B. course in addition to the number of courses required in the departments of Philosophy, English, History, Economics, etc. For further information inquire of Dean of the College of Arts.

Outline of College Courses

The Faculty reserves the right to refuse to give a course for which there is not a sufficient number of applicants.

Philosophy

Course I.—A. Dialectics.

The Province of Logic, Formal and Material. The Foundations of Logic. The Principles of Contradiction, Identity, Causation, Excluded middle. Simple apprehension; modern errors. Universal ideas. Propositions: their nature and division. Opposition and Conversion. Reasoning. The Syllogism and its Laws. Formal and Material Induction. Fallacies.

B. First Principles of Knowledge. Applied Logic.

The nature of Certitude; kinds and degrees. Truth. Universal skepticism. Cartesian doubt. Criterion of Certitude; Objective Evidence. Trustworthiness of the Senses and Intellectual Powers. Objectivity of Ideas. Belief on Human and Divine Testimony.

Five hours a week. One semester.

Course II.—A. General Metaphysics.

The concept of being. Essence and existence. Possible being. The Positivist school. Transcendentalism. Attributes of being: Unity, Truth, Goodness. Substance and accident. Personality. Quality. Relation. Principle and cause. The principle of causality. Perfection of being. Infinity. Necessity. Order and Beauty.

B. Cosmology.

Creation. Pantheism. General principles. Ancient and Modern Pantheists. Purposes and perfection of the Universe. Laws of Nature. Miracles. Occult Power. Spiritism. Hypnotism. Constitution of bodies. Atomism. Dynamism. Vortex theory. Properties of Matter. Time and space.

Five hours a week. One semester.

Course III.—Psychology.

Life. Vegetative, Animal, Intellectual. Organic bodies essentially different from inorganic. Life. Protoplasm. Vital principle, distinct from physical and chemical forces. Animals sentient, not rational. Instinct. Natural selection. Rational life. Essential difference between sense and reason.

The Soul. A simple, spiritual substance. False theories of the Ego. Monistic theories. Individuality. Unity. Identity of the principle of the vegetative, sentient and rational life in man. Union of soul and body. Occasionalism. Scholastic doctrine. Locus of the soul. Localization of cerebral functions. Time of origin. Origin of the soul. Creationist doctrine. False theories. Neo-Scholastic doctrine. Theory of Evolution.

Origin of Ideas. The intellect and brain. Universal and abstract concepts. Innate ideas. Empiricism, Ontologism, Associationism. The Schoolmen. Doctrine of St. Thomas. Attention. Reflection. The soul's consciousness of itself. Sensation. Perception. Psychophysics. The imagination. Estimative faculty. Sensuous appetite and locomotion. Voluntary, automatic, reflex, impulsive movements. Feeling.

Rational Appetency. The human will. Desire and volition. Spontaneous and deliberate action. Choice. Self-control. Free will and determination. Fatalism. The emotions. Hypnotism.

Three hours a week. One semester.

Course IV. Natural Theology.

The Existence of God. Method of proof. Ontologism. Traditionalism. The "Ontological Proof" of St. Anselm. Metaphysical, Cosmological, Moral arguments. Atheism. Agnosticism; its religious and moral consequences. The Physical and Metaphysical Essence of God. Infinite perfection. Unity of God. Pantheism. Anthropomorphism. Immortality, Eternity and Immensity of God. The Divine Intellect and Knowledge. The Free Will and Omnipotence

of God. God creating, preserving, concurring with creatures. Divine Providence.

Three hours a week. One semester.

Course V. Ethics.

General Ethics. Nature, object, necessity of Ethics. Fundamental principles. False theories. The ultimate end of man. Use of the present life. Human acts. Merit and accountability. Virtue and vice. Nature of morality. Standards of morality. Hedonism and Utilitarianism. The moral sense. Determinants of morality. Law. The Eternal Law. The Natural Law; its properties and sanction. Origin of moral obligation. False theories. Conscience.

Three hours a week. One semester.

Course VI. Ethics (Continued).

Special Ethics. Rights and duties. Worship of God. Obligations of accepting Divine Revelation. Rationalism. Indifferentism. Suicide. Self-defense. Homicide, Lying and Mental Reservation.

Right of ownership. Communism. Socialism. Single Tax. Modes of acquiring property. Contracts. Relations of Capital and Labor. Employers' Unions. Trade Unions. Strikes.

Society in general. The family. Divine institution, unity and indissolubility of marriage. Parental authority. Education. Civil society; its nature, end and origin. False theories. Forms of civil government. Citizenship. Universal suffrage. Functions of civil government; legislative, judiciary, executive. Taxation. Death penalty. Freedom of worship. Freedom of the press.

International law. Foundations of international law. Mutual relations of nations. Right of commerce. Intervention. Rights of neutrals. War and arbitration.

Three hours a week. One semester.

Course VII. General Economics.

Production. Increasing and diminishing returns. The Advantages and Drawbacks of Industrial Organization.

Locality and Dimensions of Industry. Consumption. Markets and Prices. Differential Gains. International Trade.

Three hours a week. One semester.

Course VIII. General Economics (Continued).

Money and Coinage. Credit and Banking. Foreign Exchange. Profits: interest and wages. Mistaken Theories on Riches. Trade Unions. Employers' Liability. Taxation. This course gives a general view of the whole field of Economics.

Three hours a week. One semester.

Text-Books and References. Clarke, Maher, Rickaby, Boedder, S. J. (Stonyhurst Series); Russo, Jouin, Hill, Coppens, Liberatore, Poland, Gruender, Lahouse, Harper, Devas' Political Economy, Thein's Christian Anthropology, Cathrein.

Latin

Note.—The courses in Latin, Greek and English are, for greater educative effect, made parallel as much as possible. The theory of the different forms of literature is presented in the English courses, and the classic masterpieces studied in the Latin and Greek course furnish illustrative material to enforce the precepts and for comparative work. Poetry, with its various forms, is the subject of Freshman year; Oratory, of Sophomore; the Drama, of Junior; the Critical and Philosophical Essay, of Senior.

Course I. Latin.

Precepts: A thorough review of Latin Prosody and versification.

Authors: Horace, "Ars Poetica"; Virgil, "Aeneid," Books III, V and VI.

Four hours a week. One semester.

Course II. Latin. Livy, Book XXI. (2300 lines.)

Sight-Reading: Selections from Christian Hymnology; Livy.

Four hours a week. One semester.

Practice: Both Semesters. Practical Course in Latin Composition. Two themes a week. A theme in imitation of the prose authors studied, about every fortnight.

Memory: From the authors read in class.

Course III. Latin.

Authors: Cicero, Pro Milone; Horace, Select Odes.

Four hours a week. One semester.

Course IV. Latin. Horace, Epodes, Epistles and Satires; Tacitus, Agricola.

Sight-Reading: Selections from the authors assigned above. Tacitus, Germania or Annals. Selections from the Latin Fathers.

Four hours a week. One semester.

Practice: Both Semesters. Bradley's Aids, selections from Part II, from Exercise 50 to end of book. Two themes a week. One composition every fortnight in imitation of the author studied. Off-hand translation from English into Latin.

Memory: Select passages from the authors read.

Course V. Latin.

Authors: Cicero, Quaestiones Tusculanae; Plautus, Duo Captivi.

Three hours a week. One semester.

Course VI. Latin.

Cicero, Quaestiones Tusculanae, continued; Pliny, Letters; Juvenal, Selections; Selections from the Latin Fathers.

Three hours a week. One semester.

History of Latin Literature (Mackail, for reference): both semesters.

Practice: Essays in Latin — Bradley's Aids.

Greek *

Course I. Greek.

Precepts: The Syntax of the verb repeated; general rules of quantity; the Homeric Dialect; a brief sketch of Greek Epic and Lyric Poetry.

Authors: Homer, *Iliad*, Books II-VI.

Four hours a week. One semester.

Course II. Greek. Plato, *Apology* and *Crito*.

Sight-Reading: The New Testament or selections from the authors read in class.

Four hours a week. One semester.

Practice: Both Semesters. A written theme once a week, based on the authors studied and illustrating the syntax of Attic Greek. Frequent written reviews done in class.

Course III. Greek.

Authors: Demosthenes, *Philippic*, I or III; analysis of *Philippic* I or III; selections from "On the Crown."

Four hours a week. One semester.

Course IV. Greek.

Selections from Demosthenes, *On the Crown*, with detailed analysis. Sophocles, *Antigone*, *Oedipus Tyrannus* or *Oedipus Coloneus*.

Sight-Reading: The New Testament or St. Chrysostom, *Eutropius*, or St. Basil.

Four hours a week. One semester.

Practice: Both Semesters. Easy themes built on sentences in the text, once a week. Frequent written reviews.

Courses V and VI. Greek.

Authors: Plato, *Phaedo*—analysis; *Keep's Stories* from Herodotus; Aeschylus, *Prometheus Bound* or *Agamemnon*.

Three hours a week. Two Semesters.

* See note on page 47.

English

1. Rhetoric and Composition. A course in the essentials of Rhetoric and in the various modes of composition. Required of Freshman students who are deficient in the theory or practice of correct English. Five hours.

2. Advanced Rhetoric. A systematic course based on text-books, in the theory of rhetoric, the study of style, and the requisites of the various species of writing. A prerequisite to Course 10. Three hours.

3. Poetry. The principles of versification, with particular attention to the fixed forms; the nature and elements of poetry, its various species, except the drama. Reading, analysis and appreciation of the chief poets, partly in class study, partly in assignments. Composition in the shorter forms. Some present day poets are studied in class. Required of Freshmen. Three hours.

4. The Short Story: The English Novel. (a) The Short Story. The theory and technique of the short story; its development and various kinds. Reading and appreciation of short stories, and composition in the form. Present day short story writers studied in class. (b) The Novel. The principal purpose of this course is to study the technique of the novel, the various schools of fiction and their tendencies, with especial attention to their ethical and literary value. The historical development will be briefly surveyed. Required of Freshmen. Three hours.

5. Oratory. The theory of oratory; analysis and study of oratorical masterpieces; historical study of the great orators. The preparation of briefs, the composition and delivery of short addresses, speeches for occasion, debates, and at least one formal oration, will be required. Three hours.

6. Journalism. (a) The ethics of journalism; a brief survey of the history of journalism, its development, and a discussion of its present tendencies. (b) The technology of the pressroom, news gathering and reporting; preparation of copy, copy-reading, proof-reading, interviewing and editing. Field work will be required, and co-operation with the College periodicals. Three hours.

7. The Development of the Drama. The technique of the drama; its various forms. The theory of the drama will be studied, by means of lectures and assignments, in its history and development; examples of the different forms will be analyzed; composition in dialogue, dramatic sketches, playlets, scenarios, and at least one complete drama, will be required. Three hours.

8. Shakespeare. Shakespeare's life, influence, sources of his dramas; an acquaintance by reading and assignments, with the Shakespearean literature of criticism; a study of the chief plays, especially in comparison with those of other dramatists. Three hours.

9. The Modern Drama. This course will be confined to the American and English drama, though some of the continental influences will be noted and analyzed. The more noteworthy plays of the chief dramatists from Goldsmith and Sheridan to the present will be read. Three hours.

10. Aesthetics and Literary Criticism. The philosophical basis of aesthetics, the elements of taste; the theory of criticism; a survey of critical standards; a study of the schools of criticism and of the work of the chief literary critics. Critical papers on assigned subjects will be required. Three hours.

11. The Essay. The nature of the essay; the artistic and didactic types, and their various forms; the characteristics of each. An historical survey of the essay with a brief study of the works of the chief essayists. Newman will receive especial attention. Composition in the various forms of the essay will be required. Three hours.

12-13. Early English Literature. A general survey of the origin and development of the periods to 1750; chief writers and characteristics. Required of Sophomores. One hour.

14-15. English Literature since 1750. An outline history of modern English literature, with required readings and assignments to cover subjects not provided for in other courses. One hour.

17. American Literature. An historical survey, with especial emphasis on the chief influences and writers. One hour.

Practical Oratory and Debating

Courses I and II.

The object of the course is to train students to readiness and fluency in public speaking. To this end it is conducted according to strict parliamentary practice. The literary and oratorical exercises are always under the direct supervision of a member of the Faculty. They are as follows:

Declamation and Elocutionary Reading. Criticism and discussion of interpretation and delivery. Composition and reading of stories, poems and essays, historical, critical, or personal. Set orations illustrative of the precepts for oratorical composition. Extempore speaking. The theory and practice of parliamentary law. Debates.

Two hours a week. Two Semesters.

Evidences of Religion

Course I. Evidences of Religion.

The Church as a means of salvation. The last things. The Christian's duties towards God. Faith, Hope, and Charity.

Two hours a week. One Semester.

Course II.

The virtue of religion. Direct act of religion; indirect acts. Veneration of Saints, etc. The Christian's duties towards himself and his neighbor. Christian Perfection.

Two hours a week. One Semester.

Course III.

Grace; actual, habitual, sanctifying. The Sacraments in general. Baptism. Confirmation.

Two hours a week. One Semester.

Course IV.

The Blessed Eucharist as a Sacrament and as a Sacrifice. The Sacrament of Penance. Extreme Unction. Holy Orders. Matrimony.

Two hours a week. One Semester.

Course V.

Creation: The spiritual world; the material world. Man and the Fall. God the Redeemer; the person and nature of the Redeemer; the work of the Redemption.

Two hours a week. One Semester.

Course VI.

Christianity, a revealed religion. Revelation in general. Pre-Christian revelation. The Christian revelation. The Church; its Institution and End.

Two hours a week. One Semester.

Course VII.

The Basis of Morality. Law. Conscience. Free Will. Moral good and moral evil. The Constitution of the Church. Marks of the Church.

Two hours a week. One Semester.

Course VIII.

Teaching Office of the Church. Holy Scripture. Tradition. The Rule of Faith. The Existence of God. Nature and Attributes of God. Unity of God. The Trinity.

Two hours a week. One Semester.

Text: Wilmer's for all courses in Evidences of Religion.

History

Course I.

Outline survey of European History from the birth of Christ to the Ottoman Conquest of Constantinople. Text-book: Gugenberger. Lectures; assigned readings and maps to be outlined; written tests.

Three hours a week. One Semester.

Course II.

General World History from the Fall of Constantinople to the present time. Continuation in matter and manner of Course I. These two courses are introductory. Obligatory on students who are to take other courses in history and for all candidates for the A. B. degree.

Three hours a week. One Semester.

Course III.

Roman History from Diocletian to Irene; Old Rome and New Rome. Constant comparison of authors; study of the contemporary writers; special investigations; written and oral reports. Course obligatory for candidates for A. B. degree.

Three hours a week. One Semester.

Course IV.

Period of the Crusades; Eastern and Western Europe. Continuation of Course III in manner and matter.

Course V.

History of Philosophy.

One hour a week. Both Semesters.

Mathematics

Course I. Mathematics. College Algebra (Hawk's).

Four hours a week. One Semester.

Course II. Mathematics. Trigonometry.

Four hours a week. One Semester.

Course III. Mathematics. Analytical Geometry.

Four hours a week. One Semester.

Course IV. Mathematics. Calculus (course begun).

Three hours a week. One Semester.

Course V. Mathematics. Calculus (course continued and finished).

Three hours a week. One Semester.

Physics

Course I. First Semester. Mechanics, Sound, Light.

Motion: Rectilinear, curvilinear, periodic. Composition and resolution of Vectors. Work, energy, power, equilibrium, elasticity. Mechanics of Liquids. Specific Gravity. Pressure.

Sound: Wave motion. Production, propagation and reflection of sound. Interference, Resonance.

Light: Its nature, reflection, dispersion, refraction, diffraction, polarization.

Course II. Second Semester. Heat, Magnetism, Electricity.

Heat: Heat conduction, convection, radiation, absorption. Effects of heat on liquids, solids and gases. Expansion coefficients.

Magnetism: Theory and laws of magnetism.

Electricity: Electrostatic induction, potential, capacity. Voltaic cells, electrolysis, thermocurrents, electromagnetic induction, measuring instruments, dynamos, motors, transformers, power transmission. Radiotelegraphy. Discharge of electricity through gases. Invisible radiations, cathode rays, x-rays, Radioactivity.

Courses I and II, three lectures, one laboratory per week.

Text: Carhart's College Physics.

Chemistry.

Courses I and II. General College Chemistry. Freshman year, three lectures and two laboratory periods a week.

Author: McPherson and Henderson.

A thorough study of the theoretical foundations of chemistry is here provided for, together with the application of these principles to the great industrial problems of today. The first course covers the field of non-metals and their compounds. The manufacture of the acids and refining process of allied products are given special attention. The second course includes the study of the metals, their alloys, the alkalies and silicates with their industrial applications.

Courses III. and IV.

Qualitative Analysis: One lecture and two laboratory periods a week.

Author: A. A. Noyes.

This course comprises the study of the principal reactions of the metals and acids in solution, the detection and systematic separation of the same, concluding with practical analyses of various specimens of minerals and ores.

Courses V and VI. Organic Chemistry. Three lectures and two laboratory periods a week.

Author: Norris.

This course aims at a general and practical knowledge of the aliphatic and aromatic compounds in conjunction with a suitable course of laboratory experiments. A knowledge of molecular structure of compounds is insisted upon and due attention is also given to laboratory preparations, illustrating the principal synthetic methods and laboratory technique now in use.

Courses VII and VIII:

Quantitative Analysis: One lecture and two laboratory periods a week.

Author: Mahin.

Standard methods for gravimetric and volumetric determinations of the common elements and radicals are here studied. Accuracy is demanded of every student, together with a readiness in calculating results and a thorough understanding of the principles involved. The above are then applied to practical analyses of rocks, fuels, steel and alloys, agricultural materials, and water for both sanitary and industrial purposes. Some time is also given to the examination of organic materials such as oils, fats, and waxes.

Geology

Course I. Dynamical Geology: Winds, Weathering, Rivers, Glaciers, Lakes, The Oceans, Volcanoes, Earthquakes.

Structural Geology: Rock-forming Minerals, Composition and Structure of Rocks. Physiographic Structure.

Four hours a week. One Semester.

Course II. Historical Geology: Archæan, Paleozoic, Mesozoic, Cenozoic and Psychozoic Eras.

Four hours a week. One Semester.

Astronomy

Course I. The Doctrine of the Sphere. The Earth, Moon, Sun, Eclipses. Celestial Mechanics. The Planets and Asteroids. Comets and Meteors. The Stars. Uranography.

Practice: Use of the Transit Circle and of the Equatorial. Use of the Ephemeris. Calculation of Eclipses. Use of the Spectroscope.

Text: Young's General Astronomy.

Four hours a week. One Semester.

Biology

Courses I and II. General Biology. Two lectures and three laboratory hours a week. Two Semesters.

Course III. General Physiology. Two lectures and three laboratory hours a week. One Semester.

MODERN LANGUAGES

French

Courses I and II.

French Grammar. The main object of this course is to help the student to acquire a vocabulary and prepare him for the reading of French prose. Frequent exercises involving the use of the more common French idioms. Conversational exercises based on the selections translated in the class-room.

Four hours a week. Two Semesters.

Courses III. and IV.

Brief repetition of the work of the first year. Syntax. Reading of the more difficult selections. Original Composition.

Three hours a week. Two Semesters.

Courses V. and VI.

Reading from the various periods of French literature. Lectures on contemporary writers. The short story in modern French literature. The elements of Romance philology.

Three hours a week. Two Semesters.

Spanish

Courses I. and II.

Drill in pronunciation; elementary grammar. Translation of easy Spanish sentences. Conversation and written themes based on text translated.

Four hours a week. Two Semesters.

Courses III. and IV.

Grammar continued. Translation of short, easy Spanish stories. Conversation and written themes.

Four hours a week. Two Semesters.

Courses V. and VI.

Selections from classical Spanish authors. Conversation and written themes.

Three hours a week. Two Semesters.

German

Courses I. and II.

The elements of German Grammar. Translation of easy sentences from English into German. Conversational exercises based on the selections given in the text-book.

Four periods a week. Two Semesters.

Courses III. and IV.

Reading of more difficult selections. Conversational exercises based on the selections read. Reproduction of short selections by the student.

Four periods a week. Two Semesters.

Elocution

Course I.

Vocal Culture and Gesture Drill of preceding year reviewed and perfected. Analysis of the passions; interpretation and delivery. Concert Drill.

One hour a week. Two Semesters.

Course II.

Interpretation and rendition of oratorical and poetical selections. Character study and interpretation. Concert Drill.

One hour a week. Two Semesters.

Course III.

Theory and Practice. Interpretation and rendition of various species of dramatic selections; Tragedy, Comedy, etc. Dialogues and Scenes. Descriptive and Narrative Readings.

One hour a week. Two Semesters.

Course IV.

Theory and Practice. Mutual criticism of interpretation and delivery. Discussion. Dramatic and Bible Readings. Extempore Speaking.

One hour a week. One Semester.

N. B.—Much private instruction is given in preparation for public and private contests and for dramatic performances.

Vocal Music

Membership in the Glee Club will be open to those students who possess the required qualities of voice and who can be taught to read music of moderate difficulty.

Instrumental Music

Membership in the Orchestra is open to those who have sufficiently mastered the technic of some orchestral instrument.

Alumni and Students' Organizations

The Alumni Association

The Alumni Association of St. Ignatius College was organized in the spring of 1903 and has for its object, "to keep up the friendship of college days, to promote Catholic education and to further the interests of the College." The Association holds an annual meeting about the time of the College Commencement, and other business and social meetings at the call of the Executive Committee.

Sodality of the Blessed Virgin

The object of the Sodality of the Blessed Virgin is to foster in the students an earnest religious spirit, and especially a tender devotion to the Mother of God.

Sodality of the Annunciation of the Blessed Virgin Mary

Senior Students

Established February 2, 1891

Rev. Francis J. Haggerty, S. J., Director

OFFICERS, '18-'19

James P. Cozzens.....	Prefect
Walter B. Martin	}
Eugene R. McCarthy	
Eugene J. Chesney.....	Secretary
Aloysius J. Acker.....	Treasurer
John J. Tivenan.....	}
Ernest A. Mey.....	
Walter A. Dorsey.....	
Vincent M. Heffernan...	
Theodore W. Walters..	
Daniel I. Gallagher.....	}
Leonard Smith	
James P. Peppard.....	
Edward A. McDonnell..	Sacristans

The Acolythical Society

The principal object of this Society is to add beauty and solemnity to Divine Worship by an active observance of the liturgistic rites and ceremonies; as also to afford students, distinguished for excellent deportment, the honor of serving in the Sanctuary.

OFFICERS

Director.....	Mr. Louis G. Weitzman, S. J.
President.....	William A. Goebel
Vice-President.....	Edwin F. Faulhaber
Sacristan.....	James J. Ambrose

The Apostleship of Prayer in League With the Sacred Heart

The Apostleship of Prayer in League with the Sacred Heart is a world-wide organization, of which there exists in the College a distinct and duly-erected Local Center, with membership open to all the students. The object of the association is to foster a manly and practical devotion to the Sacred Heart of Our Lord and Its interests in the world, and to put in practice the law of universal charity by mutual prayer for the intentions of all Associates.

Rev. John J. Halligan, S. J., Director.

The Students' Library

The object of the Library is to foster a taste for good and useful reading.

The Circulation Department, accessible to all students, comprises over four thousand volumes of choice literature, carefully selected with a view to the needs of the college students. Books are issued on all school days.

In the Reading Rooms, the leading Catholic journals and magazines, together with valuable works of reference, are placed at the service of the students, thus affording them ample opportunity of becoming acquainted with the current news, and of forming sound opinions upon important questions of the day. The Reading Rooms are open daily from 12 to 12:45 p. m.

Mr. Walter A. Roemer, S. J., Moderator.

ASSISTANTS

1918-1919

George Detzel
Alfred Wendling

William A. Goebel
Francis Sindelar

James E. Maher
Theodore Ley

The Lecture Club

The Lecture Club is a student organization under the direction of a member of the Faculty. Its purpose is the giving of lectures on topics of Catholic interest, of an instructive and inspiring kind. The Club began its work three years ago with an illustrated lecture on the Life of Sister Therese, popularly known as the Little Flower of Jesus. In the first year this lecture was presented over thirty times to audiences aggregating above 11,000. During the past year two other lectures have been added, one on Lourdes, and one on Jeanne d'Arc. A lecture on Columbus will be added to the series next year. About fifty lectures were given during the school year 1917-1918, making a total of about 130 since the Club was organized. Several of the lectures were given out of town. The members are chosen from among the older students who show themselves apt speakers and who show some interest in the art of public speaking.

The Club will be glad to respond to any call where they can be of service to the parishes, parish organizations, academies, or schools.

Jeanne d'Arc.....	{ Theodore W. Walters
	{ James P. Cozzens
Little Flower.....	Aloysius J. Acker
Lourdes.....	Daniel I. Gallagher
Stereoptican Operator.....	Eugene R. McCarthy

The Athletic Association

By means of this Association, encouragement is given its members to acquire the physical development and relaxation necessary for consistent work in the class-room. Those only are permitted to play on a representative team who have attained proficiency in their various branches.

OFFICERS

1918-19

Mr. J. L. Polski, S. J.....Faculty Director

FOOTBALL TEAM

Edward McDonnell	Manager
James P. Cozzens.....	Captain
Mr. Charles Birt.....	Coach

BASKETBALL TEAM

Jerome O. Hanley.....	Manager
Theodore Walters	Captain
Walter E. Daly	Coach

BASEBALL TEAM

James P. Peppard.....	Manager
J. J. Jordon.....	Captain

TENNIS TEAM

Walter Dorsey	Captain
Mr. Lionel V. Carron, S. J.....	Faculty Manager

The Scientific Academy

The Scientific Academy of St. Ignatius College was instituted November 8, 1915. The purpose of the Academy is to promote personal endeavor along scientific lines by having the students prepare and deliver lectures on scientific subjects before the members of the Academy. Lectures from the graduates of the college or persons engaged in scientific work are occasionally delivered in order to stimulate greater interest in the members of the Academy by showing them the wide application that science has in the various departments of life. The real work of the society, however, is to have the students themselves prepare the subjects, since the good received by them in writing a lecture is far in excess of a great many lectures heard.

The St. Ignatius College Musical Association

Director, Rev. Victor Winter, S. J.

Knowing the high value of music as an educational factor, the College encourages the students in their musical efforts.

Vocal Music

All the students are instructed in accordance with the Motu Proprio of Pius X, daily to take part in congregational singing at religious exercises.

The Senior and Junior Glee Clubs and the Church Choir give ambitious singers a chance to develop their abilities. Vocal culture, accompanied by instruction in correct musical interpretation, is given to members individually and in common rehearsals.

Instrumental Music

Careful attention is given to individual players, to various instrumental combinations and especially to the College Orchestra in order to develop musical appreciation and the understanding of the various forms of composition, popular and classic.

Concert

SYMPHONY ORCHESTRA OF ST. IGNATIUS COLLEGE

Grays' Armory, Cleveland

Wednesday, February 19, 1919

The Program

Conductor, Victor Winter, S. J.

PART I

1. Symphony in B Minor.....*Schubert*
 (a) Allegro moderato
 (b) Andante con moto
2. Hark, Hark, the Lark.....*Schubert*
 Carole Grimm
3. Remembrance*Telma*
 Justin Lynch
4. (a) Two Bullfinches*Kling*
 J. White, L. Mezera and Orchestra
 (b) Bells of St. Paul.....*Isenman*
 (c) Caprice Militaire*Rollinson*

PART II

5. Scenes from Provence, Suite.....*Nicode*
 (a) An Idyl
 (b) Moorish Dance
 (c) In the Tavern
6. Valse in E Major.....*Moszkowski*
 John Walsh
7. Mazurka De Concert.....*Musin*
 James Pekarek
8. (a) Coronation March from Le Prophete.....*Meyerbeer*
 (b) Ruins of Athens, Turkish March.....*Beethoven*
 (c) Military Symphony, Menuet.....*Haydn*

Symphony No. 8, in B Minor

(UNFINISHED)

Franz Peter Schubert, born in Vienna, January 31, 1797, died in Vienna, November 19, 1828.

Schubert's Eighth Symphony, although but a fragment, is a master work of singular beauty. The first two movements are complete. There are nine bars of a Scherzo, and with them the symphony stops; and yet among all the composer's works not one is more beautiful in ideas and more perfect in form than this. No more of it has ever been found, and no one knows why Schubert abandoned it. Possibly even Schubert felt he could not write two more movements which would worthily follow these two.

The first page of the score is dated, "Vienna, October 30, 1822." The first performance was given at the Crystal Palace, London, on the sixth of April in the same year. Since that time the symphony has become one of the favorite numbers on the concert stage.

The first movement (*Allegro moderato*) is sadly full of agitation and distress. It opens at once and without introduction with an impressive subject given out by the 'cellos and basses. At its close the oboes and clarinets take up a melodious theme *pianissimo*, the violins accompanying it in an agitated manner. After a short development of this theme the 'cellos enter with a melody which will never cease to fascinate the hearer with its wonderful beauty and grace of motion. After its repetition by the violins in octaves there comes a pause followed by a most passionate declaration in the minor, as if to drown the memory of the former moment of happiness. The beautiful theme again returns, however, and the first part of the movement closes with a struggle between these expressions of perfect happiness and wild passion. The second part opens with the original subject varied for the basses, which is grandly developed amid full orchestral outburst up to a powerful climax. As it dies away the first theme re-enters, and is again treated with charming variety, the whole closing with another climax in which the opening subject forms the material of the Coda.

The second movement (*Andante con moto*) introduces joyous rest and religious devotion, reminding us in its motives time and again of famous Catholic hymn tunes. There is an introductory passage in the horns and bassoons, the double basses accompanying *pizzicato*, leading up to another lovely theme given out by the violins. After a striking development of this theme the second subject is stated in the clarinets with string accompaniment, repeated by the oboe with the addition of a new phrase, in which the flute joins. The whole orchestra follows with stately harmony, succeeded by an episode which leads up to a new treatment of the second theme in the strings. Then follows the customary repetition in brilliant detail. The Coda is full of melodious beauty, and closes this delightful work.

The Orchestra

THE STRING SECTION

Prof. C. T. Firstos	Raymond T. Madigan
Joseph J. Aldrich	Hugh W. Marshall
Frank J. Andel	Francis J. Mezera
Gilbert J. Baird	Roy Nelson
Chas. H. Bauerle	Ralph Odey
Charles Conley	John F. O'Harra
George Detzel	T. Bartley Osborn
Thos. A. Donahue	Emil M. Paderewski
James H. Driscoll	Frank Pavilionis
Carl Firstos	Lawrence J. Ptak
Leonard F. Gerity	Francis Robben
Francis Ginther	Fred Sauter
Carole H. Grimm	Thos. J. Shea
Thos. L. Haessly	John Tierney
Thos. Heimann	Emmet J. Walsh
Michael C. Hross	Albert H. Walter
Joseph R. Johnson	Silverius A. Warth
Theodore Ley	Alfred G. Wendling

F. Justin Lynch

THE WOOD WIND SECTION

R. Adler	George A. Klingmeyer
James J. Ambrose	Paul Parks
William Burns	John Schneider
Alfred Downheimer	Rudolph Schork
Lester F. Downheimer	James Strnad
Wm. A. Goebel	John Theophile

THE BRASS SECTION

Steven J. Driscoll	Arthur J. Rieger
Geo. A. Gressle	John V. Rieger
Adolph L. Hartmann	Jos. P. Schmucker
John Hearn	Edwin A. Schneider
Paul G. McMahon	Hugh F. Smith
Gerald McNerney	J. B. Wainwright
James E. Maher	Jos. P. White
Edward J. Metzler	Felix L. Wisniewski
Lawrence S. Mezera	George J. Wright

PERCUSSION

John D. Buck	George McGuire
John V. Walsh, <i>Piano</i>	James Flood, <i>Organ</i>

"And the night shall be filled with music,
And the cares that infest the day
Shall fold their tents like the Arabs,
And as silently steal away."

—Longfellow.

Symphony Orchestra of St. Ignatius College

May 29, 1919

PROGRAM

PART I

- The Golden Sceptre.....*Schlepegrell*
Serenade*Moszkowski*
Souvenir du Poitou.....*Legendre*
Mr. F. Wisniewski
The Mouse Trap.....*Lumbye*
Master De Courcey Doyle
The Bullfrog Patrol.....*Kern*
Master L. Arth
Chimes of St. Paul's.....*Isenmann*
Mr. J. Buck
Grand March from "Aida".....*Verdi*

PART II

- Orpheus in Hades.....*Offenbach*
The Mill in the Forest.....*Eilenberg*
Serenade*Titl*
Messrs. J. Ambrose and J. Wainwright
Kujawiak*Wieniawski*
Mr. Thos. Donahue
Idyl on a Southern Plantation.....*Lovenberg*
American Conquest.....*Greenwald*

TO MY VIOLIN

Whence come these myriad tones that start—
That fade, and kindle on thy heart?
Thou art a gift of God to man,
The medium, by which we span
All space, and bring Heaven's music near
To sway the hearts of all who hear.

St. Ignatius College

Contest in Elocution

COLLEGE AUDITORIUM

Wednesday, May 29, 1918

PROGRAM

Overture—America, *Tobani*
The Star Spangled Banner
College Orchestra

THE HIGH SCHOOL

SECTION I—FIRST YEAR

Song of the Market Place.....Francis T. McDonough
The Fiddle Told.....F. Lambert McGannon
Spartacus to the Gladiators.....Carl A. Acker
King Robert of Sicily.....Courtney McDonnell
The Dandy Fifth.....Joseph A. Abbot
How the Lerue Stakes Were Won.....Joseph G. Sords

SECTION II—SECOND YEAR

Poor Little Joe.....Albert Kraft
The Black Horse and His Rider.....Arthur J. Rieger
William Tell.....Charles F. Brady
Eugene Aram's Dream.....Thomas A. Donohue
Cloud Shadows, *Rogers*.....Carole H. Grimm

SECTION III—THIRD AND FOURTH YEARS

The American Flag.....Joseph F. Gill
The Miser's Fate.....James J. Corrigan
St. Pierre to Ferrardo.....Aloysius J. Mellert
The Mad Actor.....Walter Ahern

THE COLLEGE

Macbeth, Act II, Scene 1.....Eugene McCarthy
Brutus and Cassius.....Cornelius J. McLaughlin
Macbeth, Act V, Scenes 3, 5.....Warren Kilway
The Lost Word.....Walter Martin
Liberty Lads, *Smith*.....College Orchestra

Decision of the Judges

Finale—American Life, *Ascher*.....College Orchestra

JUDGES OF THE CONTEST

Rev. Raymond A. Kathe
John W. Lane, Atty. and Counselor at Law
Augustus C. Knight, Atty. at Law

St. Ignatius College

Public Contest in Oratory

FOR THE

College Oratorical Medal

COLLEGE AUDITORIUM

Monday, May Twentieth, Nineteen Eighteen

PROGRAM

Overture, The Golden Sceptre, *Schlepegrell* ..
The Star Spangled Banner
College Orchestra

American Ideals.....Harry C. Nash
Why We Are at War.....Thomas J. Doran
War-Time Sacrifice.....Daniel I. Gallagher

Evening Song, *Gruender, S. J.*
Carole H. Grimm and Courtney McDonnell

Catholics and the War.....J. Harold Traverse
The War Lord.....Theodore Walters
Socialism and the War.....Charles A. Holan
A Babe's Prayer at Twilight, *Jerome*.....College Orchestra

Decision of the Judges

FinaleCollege Orchestra

JUDGES OF THE CONTEST

Rev. Frederick J. Bertram
Mr. George F. Moran
Sylvester V. McMahon, Atty. at Law
William T. O'Brien, A. B., LL. B., Atty. at Law

Unfurling of the St. Ignatius College Service Flag

May 30, 1918

Sacred Services in St. Mary's Church
The Student Body in Attendance

Blessing of the Service Flag of Two Hundred Stars
By the Rev. Wm. Sommerhauser, S. J., President of St. Ignatius College

Mass for the Success of the Soldiers and Sailors
of the United States

Patriotic Exercises in College Auditorium

Unfurling of the Service Flag
The Star Spangled Banner

National Overture, "The Star Spangled Banner".....*Moses*
College Orchestra

Selection, "Patriotism"*Scott*
Rudolph Schork

Poem, "The Thrill of the Flag".....*John Farrell*

Selection, "Reveille".....*Bret Harte*
A. George Troy

Liberty March*Ascher*
College Orchestra

Address of the Day
Mr. Wilfred J. Mahon

Finale, "My Country"
College Orchestra

St. Ignatius College

Thirty-Second Annual Commencement

B. OF L. E. AUDITORIUM

June Nineteenth, Nineteen Eighteen

PROGRAMME

The Star Spangled Banner
Caprice Militaire, - *Rollinson*
College Orchestra

Distribution of High School Prizes and Certificates

Academic Procession

March - - *Maurice*

CIVIL SOCIETY

Nature, Origin and Purpose.....Warren D. Kilway
Forms and Functions.....Charles A. Holan
International Relations—Valedictory.....Harry C. Nash

Miserere from "Il Trovatore," *Verdi*

Conferring of Degrees

Award of College Honors and Prizes

Address to the Graduates
Rev. Edward F. Burke

America

The Lord's Day, *Krentzer*
College Orchestra

USHERS

James P. Cozzens Eugene R. McCarthy Edward A. McDonnell
Ralph T. McMonagle J. Harold Traverse
A. George Troy

Degrees Conferred

The following students received the Degree of Bachelor of Arts on June 19, 1918:

Craft, Raymond E.
Doran, Thomas J.
Gaffney, J. Richard
Gallagher, Arthur L.
Gilbride, Ambrose B.

Holan, Charles A.
Kilway, Warren D.
Nash, Harry C.
Perme, Louis J.
Slowey, James T.

Award of Prizes

SENIOR CLASS HONORS

Thomas J. Doran

JUNIOR CLASS HONORS

J. Harold Traverse

FRESHMAN CLASS HONORS

Joseph F. Walsh

INTERCOLLEGIATE ENGLISH PRIZE

A purse of \$100 (\$50 for the first prize, \$20 for the second, \$15 for the third, \$10 for the fourth, and \$5 for the fifth) is offered yearly by Mr. D. F. Bremner, of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit Colleges of the Missouri Province, which are: St. Louis University, St. Louis, Mo.; St. Xavier College, Cincinnati, Ohio; St. Ignatius College, Chicago, Ill.; St. Mary's College, St. Marys, Kan.; Creighton University, Omaha, Neb.; University of Detroit, Detroit, Mich.; Marquette University, Milwaukee, Wis.; Campion College, Prairie du Chien, Wis.; St. Ignatius College, Cleveland, Ohio; St. John's University, Toledo, Ohio.

In this Contest the First Place was awarded to Thomas J. Doran

Third Place: J. Harold Traverse

Fifth Place: Paul E. Murphy

In the Latin Intercollegiate Contest in which the same Institutions competed

Edward McDonnell merited Fourth Place

A. George Troy merited Ninth Place

THE COLLEGE ORATORICAL MEDAL

Was merited by J. Harold Traverse

THE COLLEGE ELOCUTION MEDAL

Was merited by Cornelius McLaughlin

THE COLLEGE MEDAL FOR THE BEST SCIENTIFIC ESSAY

Was merited by Cornelius McLaughlin

Honors in Scholarship

FIRST HONORS CLASS OF 1919

James L. Kocour	Eugene McCarthy	William Wahl
A. George Troy	Wenceslaus Uhler	

SECOND HONORS

Jerome O. Hanley	Francis Surtz	Ralph McMonagle
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CLASS OF 1920—SECOND HONORS

Walter Kiewel

CLASS OF 1921—FIRST HONORS

Bernard A. Hausmann	Vincent Heffernan	James A. Butler
Cornelius McLaughlin	Walter B. Martin	

SECOND HONORS

Frank E. Gross	Stephen Jacobsen	John Kandrac
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Register of Students for 1918-1919

Acker, Aloysius J.....	Freshman
Aylward, Joseph L.....	Freshman
Andel, Joseph M.....	Freshman
Bourgeois, Roy	Freshman
Buck, John D.....	Freshman
Budjinsky, Francis X.....	Freshman
Buff, Anthony	Freshman
Campbell, James E.....	Freshman
Carney, Edward T.....	Senior
Cavanaugh, Ignatius	Junior
Chesney, Eugene J.....	Freshman
Clyne, William P.....	Sophomore
Corrigan, James J.....	Freshman
Corrigan, Joseph B.....	Senior
Cozzens, James P.....	Senior
Dorsey, Walter A.....	Sophomore
Douds, Carl F.....	Freshman
Dowling, Joseph P.....	Freshman
Downie, James H.....	Senior
Dunn, William P.....	Freshman
Fedor, Joseph T.....	Freshman
Fitzgerald, William	Sophomore
Friedl, Edward P.....	Freshman
Gallagher, Daniel I.....	Senior
Gallagher, John F.....	Freshman
Gallagher, Stewart F.....	Sophomore
Gerity, T. Leonard.....	Freshman
Gilmore, Patrick	Freshman
Gorman, Michael R.....	Freshman
Gressle, George A.....	Freshman
Hanley, Jerome O.....	Senior
Hanna, Harry A.....	Freshman

Heffernan, Vincent M.....	Sophomore
Heimann, Ambrose A.....	Freshman
Hill, Albert	Senior
Hitz, Joseph L.....	Freshman
Jordan, James J.....	Sophomore
Kiewel, Walter J.....	Junior
Kirby, Edmund A.....	Sophomore
Kirby, Ignatius A.....	Freshman
Kocour, James L.....	Senior
Koubek, Cletus J.....	Freshman
Kuederle, Leonard A.....	Sophomore
Lembach, Joseph A.....	Freshman
Lutheran, Charles L.....	Freshman
McCarthy, Eugene R.....	Senior
McDonnell, Edward A.....	Senior
Mahoney, Sylvester J.....	Sophomore
Marquard, Cyrilus J.....	Freshman
Martin, Walter B.....	Sophomore
Maruna, James	Freshman
Matousek, Raymond R.....	Freshman
Mey, Ernest A.....	Freshman
Mezera, Francis J.....	Freshman
Moir, Paul A.....	Freshman
Mulchrone, John F.....	Freshman
Murphy, Paul E.....	Senior
O'Brien, Philip J.....	Freshman
O'Donnell, Cornelius O.....	Freshman
Patterson, Charles J.....	Freshman
Patton, Anthony J.....	Freshman
Peppard, James P.....	Sophomore
Placek, Albert	Freshman
Rieger, John V.....	Freshman
Rice, John	Freshman
Ross, Warren	Freshman
Smith, James H.....	Freshman

Smith, Leonard A.....	Sophomore
Smith, Robert J.....	Sophomore
Stasny, Raymond J.....	Sophomore
Steyer, Clement R.....	Junior
Surtz, Francis M.....	Senior
Tivenan, John J.....	Freshman
Tooman, Arthur J.....	Freshman
Traverse, Harold J.....	Senior
Urda, John J.....	Freshman
Wahl, William J.....	Senior
Walsh, William	Sophomore
Walter, Arthur W.....	Freshman
Walters, Theodore W.....	Senior
Weber, William E.....	Freshman
Westnitzer, Alphonsus A.....	Freshman
Westropp, Russell H.....	Sophomore
Wisniewski, Felix L.....	Sophomore

The Students Army Training Corps

In accordance with the wishes of the United States Government to secure both officers and technical experts for the Army and Navy, the Students' Army Training Corps was inaugurated at St. Ignatius College, October 1, 1918. The College, despite difficulties caused by lack of financial resources and sufficient accommodations, promptly responded to the desires of the War Department and soon possessed a well equipped military camp with exceptional educational facilities for the training of the students. St. Ignatius College was fortunate in the character of the officers assigned it, and with their assistance the difficult task of coordinating military matters with the usual duties of a college was successfully accomplished. The military regime continued until December 16, 1918, when the Students' Army Training Corps was disbanded. The following officers formed the military staff at the College:

Captain E. W. Minier.....	Commanding Officer
Lieutenant R. W. Hall.....	Second in Command
Lieutenant D. O. Howard.....	Assistant

Register of the St. Ignatius Unit, S. A. T. C.

Amer, Louis H.	Craft, Raymond E.
Andrews, Francis X.	Dorsey, Walter A.
Aylward, Joseph L.	Douds, Carl F.
Barker, Pierre F.	Dowling, Joseph P.
Barrett, Thomas E.	Downie, James H.
Berno, Joseph A.	Doyle, Leo W.
Bertele, Louis J.	Dunn, William P.
Birt, Charles J.	Fink, Lawrence W.
Bricks, Ambrose G.	Friedl, Edward P.
Brissel, Vincent J.	Fulweber, Cyril J.
Buck, Elwood C.	Furst, Ernest J.
Budjinsky, Francis X.	Gallagher, Daniel I.
Callahan, Nelson J.	Gallagher, John F.
Campbell, James E.	Gavin, Joseph E.
Carney, Edward T.	Gerity, Leonard T.
Carrig, W. Gerald	Gibbons, Raymond J.
Cavanaugh, Ignatius M.	Gilbride, Ambrose B.
Chesney, Eugene J.	Gilmore, John J.
Clyne, William P.	*Glavich, Joseph B.
Connors, Robert E.	Gross, Frank J.
Corrigan, Joseph B.	Haggerty, Patrick B.
Courtney, Joseph F.	Hartzell, W. Harold
Cozzens, James P.	Hayes, John D.

*Died November 22, 1918.

Heffernan, Vincent M.
 Hitz, Joseph L.
 Hofacker, Edwin G.
 Hogan, Joseph T.
 Howes, Alfred M.
 *Hynes, Martin P.
 Jacobson, Stephen W.
 Jordan, James J.
 Keating, David M.
 Keegan, William J.
 Keeney, Arthur C.
 Koehler, Nelson N.
 Kiewel, Walter J.
 Kirby, Ignatius A.
 Klein, William A.
 Kocour, James L.
 Kuederle, Leonard A.
 Lisy, Emil J.
 Loftus, James A.
 McCann, Harold F.
 McCarthy, Eugene R.
 McDonnell, Edward A.
 McGarry, Leo J.
 McGhee, Edward W.
 McGhee, James M.
 Mahan, James L.
 Mahoney, Sylvester J.
 Martin, Walter B.
 Matousek, Raymond R.
 Mezera, Lawrence S.
 Michel, Robert W.
 Miller, John E.
 Minnich, Oliver N.
 Moir, Paul A.
 Mulholland, Kenneth W.
 Mullen, Paul J.
 Muraski, Frank J.
 Murphy, Paul E.

Wisniewski, Felix L.

Murray, Edward T.
 Niggel, T. Stephen
 O'Brien, Philip J.
 O'Donnell, Cornelius O.
 O'Mara, Roy F.
 Orenski, Edwin P.
 Patton, Anthony J.
 Pavilonis, Frank V.
 Quinn, Charles A.
 Reyman, Charles P.
 Rice, John, Jr.
 Rieger, John V.
 Roehm, Robert E.
 Roth, Herbert G.
 Rynn, Francis J.
 Schultz, Harry W.
 Sheehan, Edward J.
 Sheibley, John W.
 Smith, Frank W.
 Smith, James H.
 Smith, Leonard A.
 Smith, Robert J.
 Stasny, Raymond J.
 Steyer, Clement E.
 Strobel, Frank J.
 Tooman, J. Arthur
 Traverse, J. Harold
 Vincent, Fred N.
 Wahl, William J.
 Walsh, Thomas C.
 Walsh, William G.
 Walter, Arthur J.
 Walters, Theodore W.
 Weber, William E.
 Weinrich, William H.
 Wepler, Carl A.
 Wesnitzer, Alphonsus A.
 Westropp, Russell H.

*Died November 27, 1918.

Announcements

For 1919

Matriculation—Owing to the rush of new students immediately before the Fall Opening, parents are requested to enter their sons as soon as possible after August 15. Office hours from 9 to 12 A. M.

Conditioned Examinations—

September 8: Latin, English, Christian Doctrine.

September 9: Greek, History.

September 10: Mathematics, Sciences, Modern Languages.

Entrance Examinations will be held on Friday, August 29, at 9 A. M.

Fall Opening—Registration Day: Tuesday, September 9, 1919.

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ST. IGNATIUS COLLEGE

CLEVELAND, OHIO



CATALOGUE
1919-1920

WITH ANNOUNCEMENTS FOR 1920-1921

St. Ignatius College

Cleveland, Ohio



West 30th and Carrol Avenue

Catalogue
1919-1920

The College Incorporated 1890

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Calendar

1920

February 1,	Second Semester begins.
February 17,	Preliminary Elocution Contest.
February 22,	Washington's Birthday.
March 9,	Elocution Contest.
March 24,	Intercollegiate English Contest.
March 29-31,	Annual Retreat.
April 1-6,	Easter Recess.
April 12,	Intercollegiate Latin Contest.
May 19,	College Play.
May 30,	Decoration Day.
June 1,	Solemn Closing of Sodality.
June 5,	Examinations begin.
September 10-11,	Entrance Examinations.
September 13-14,	Registration.
September 14-15	Conditioned Examinations.
September 16,	Session begins.
September 24,	Solemn Mass of the Holy Ghost.
September 27,	Sodality organizes.
October 1,	Literary Societies organize.
November 17,	Preliminary Contest in Oratory Announced.
November 24,	Wednesday (Evening) Thanksgiving Recess begins.
November 29,	Monday (Morning) Classes Resumed.
December 8,	Immaculate Conception of the B. V. M.
December 17,	Preliminary Oratorical Contest.
December 22,	President's Day.
December 23,	(Morning) Christmas Recess begins.

1921

January 3,	Classes Resumed.
January 14,	Oratorical Contest.
January 21,	Mid-Year Examinations begin.
February 2,	Second Semester.

Board of Trustees

REV. THOMAS J. SMITH, S. J.

President

REV. EDWARD J. BRACKEN, S. J.

Vice-President

REV. FRANCIS J. HAGGENEY, S. J.

Secretary

REV. JOHN B. NEUSTICH, S. J.

Treasurer

REV. FRANCIS S. BETTEN, S. J.

REV. JAMES J. DOYLE, S. J.

REV. FRANCIS J. VALLAZZA, S. J.

Officers of Administration

REV. THOMAS J. SMITH, S. J.

President

REV. EDWARD J. BRACKEN, S. J.

Dean

REV. JOHN B. NEUSTICH, S. J.

Treasurer

REV. JAMES A. KLEIST, S. J.

Librarian

REV. FRANCIS J. VALLAZZA, S. J.

Chaplain

Faculty

REV. THOMAS J. SMITH, S. J.

President

REV. EDWARD J. BRACKEN, S. J.

Dean of the Faculty

REV. FRANCIS J. HAGGENEY, S. J.

Professor of Philosophy, Latin, Evidences of Religion

REV. FREDERICK L. ODENBACH, S. J.

Professor of Biology and Meteorology,

Director of the Meteorological Observatory

REV. JAMES J. DOYLE, S. J.

Professor of Latin and French

REV. JAMES A. KLEIST, S. J.

Professor of Greek and Evidences of Religion

REV. FRANCIS S. BETTEN, S. J.

Professor of History and French

REV. SIMON A. BLACKMORE, S. J.

Professor of English

MR. LIONEL V. CARRON, S. J.
Professor of English

MR. EUGENE A. BORK, S. J.
Professor of Chemistry

MR. EDWARD J. O'LEARY, S. J.
Professor of Physics and Mathematics

REV. VICTOR WINTER, S. J.
Director of Music

MR. JOHN L. POLSKI, S. J.
Faculty Director of Athletics

MR. LIONEL V. CARRON, S. J.
Director of Students' Activities

REV. JAMES A. KLEIST, S. J.
Librarian

MR. GEORGE C. RING, S. J.
Director of Students' Library

Historical Sketch

St. Ignatius College owes its origin to the Rt. Rev. Richard Gilmour, the second bishop of the Cleveland diocese. As a great champion of higher learning, he earnestly desired the erection of a College for the education of the Catholic youth of the city, and expressing this desire to the Jesuit Fathers, he invited them in 1880 to undertake this new educational venture. The Rev. J. B. Neustich, S. J., was appointed to be the founder and first acting president of the new institution. Having purchased a site on West 30th street and Carroll avenue, he at once began the construction of a temporary, but substantial frame building, and within a year had all in readiness. On September 6, 1886, numerous eager College students registered at the opening of the first College session. That the temporary structure would soon prove inadequate was foreseen, and in the meanwhile plans had been made for a stately five-story brick edifice at the cost of \$150,000. When its north-eastern wing was completed and thrown open to the public in September, 1888, the number of students had more than doubled.

St. Ignatius College throughout its whole career has been guided by a succession of men who united in a rare degree great intellectual gifts and scholarly attainments with a breadth of view and worldly wisdom which spell success. In 1888 Rev. Henry Knappmeyer, S. J., became President, and during his regime a steady progress was marked and so great was the growth in numbers that the need of increased facilities for handling every department of College activities led him to erect the second or western wing of the present building. During his incumbency the College was incorporated by the Secretary of State with the power to confer such academic degrees and honors as are conferred by colleges and universities of the United States. His successor was the Rev. Joseph LaHalle, S. J. As an eminent schoolman he gave special attention to the strict grading of the classes and to the standardization of studies

and also established the Meteorological Department. The next President was chosen from among the members of the Faculty of the College. He was the Rev. G. F. Schulte, S. J. During his term of office the Commercial courses were discontinued. Thereafter only students for the Classical course were admitted to the College. In 1902, Rev. John I. Zahm, S. J., took up the government of the College. His most important achievement was the total separation of High School and College and the rounding out of the College course by the addition of the Department of Philosophy. He was succeeded in office by Rev. George Pickel, S. J., who brought the Scientific Department of the College up to a high standard of excellence, which it has maintained up to the present. Furthermore, to remedy the overcrowded conditions he opened Loyola High School on Cedar avenue and East 106th street. At the close of his term, he was followed by the Rev. John B. Furay, S. J. The new President not only continued the policy of his predecessors but enlarged it. He bent every effort to preserve the high literary standard of the College. He believed, moreover, that some concessions to the spirit of the times should be made by giving the students greater opportunities and better facilities for athletics in the College, under the direct supervision of the Faculty. In pursuance of this idea he supervised the erection of a spacious and fully equipped gymnasium. The Musical Department of the College now occupies a commodious apartment in a wing adjoining this building. He arranged, moreover, courses of public lectures by the members of the Faculty, and encouraged the organization of scientific societies among the students.

In August, 1915, Rev. William B. Sommerhauser, S. J., was made the head of St. Ignatius College. Under his management various college activities were given a new impulse. Glee clubs, an orchestra, dramatic and scientific societies were formed and encouraged. The College course now consisting of four years reached that degree of efficiency necessary to meet the requirements of time and standards of instruction demanded by high-grade scientific and literary institutions of the day.

"Lumina," the magazine of the College, was established to promote a taste for journalism and literary excellence among the students. The College also opened its lecture halls to the United States Naval Auxiliary Reserves for several months in 1917.

A unit of the Students' Army Training Corps was established at the College on October 1, 1918, by the order of the War Department. Buildings on the Campus were remodeled and fitted to serve as barracks for the student-soldiers. Several new professors were added to the Faculty of the College to meet the requirements of the Educational section of the Army Corps. The Unit continued at the College until December 16, 1918, when it was disbanded on account of the signing of the armistice and the immediate prospect of peace which this action made possible. The students returned to their homes with but one regret, that they had not been given an opportunity of striking a blow in the cause of freedom on the battle scarred fields of France.

Since the second of July, 1919, the Reverend Thomas J. Smith, S. J., former Vice-President of the College, has been President of St. Ignatius College. During this first year of his administration the College has continued to exact of its students a high grade of scholarship and besides, in the formation of the College Union, the students have been taught the self-reliance and executive qualities needed for the proper handling of the literary, social and athletic activities of the College. The Literary Society has been thoroughly reorganized and a newspaper with a literary supplement called "The Ignatian" has been established to give the students practice in journalistic and literary composition. The year 1919-1920 witnessed the largest enrollment in the history of the College.

St. Ignatius College is a member of the Ohio College Association.

The System of Education

The system of education followed in St. Ignatius College is the same as that of all other colleges of the Society of Jesus. It is based upon and guided by the principles set forth in the far-famed *Ratio Studiorum*. This *Ratio*, a body of rules and suggestions, framed by the most prominent Jesuit educators, is the product of experience and the best results attained in the greatest universities of Europe at the most flourishing period of their existence. It has been attended up to the present day with unfailing success.

The system, psychological in its methods, is based upon the nature of man's mental process of development. While securing the stability most essential to educational thoroughness, it makes in its elasticity due allowance for the varying circumstances of time, place, and condition. Retaining all that is admittedly valuable in the older experienced schools of learning, it accepts and utilizes the best results of modern progress. In fact, many of the recent popular methods of teaching are nothing more than revivals of devices recommended long ago in the *Ratio Studiorum*.

The Jesuit system of education aims at the full and harmonious development of all those faculties that are distinctive of man. Its main purpose is not mere instruction or communication of knowledge; since the acquisition of knowledge, though necessarily accompanying any correct system of education, is only a secondary result; for learning is but an instrument of education, whose main purpose is culture and mental and moral development.

This purpose of education in view, it is evident that such studies in sciences and languages should be chosen as will most effectively secure the end proposed. It is vain to compel a student of immature faculties to study within the very limited period of his college course a multiplicity of the languages and sciences into which the vast world of modern knowledge has been scientifically divided. Hence, if, for instance, two or more sciences impart similar training

to some mental faculty, the one which combines the most effective training with the largest knowledge is given preference.

The purpose of the college course is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While affording mental stability it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of specialization on the part of students who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and to the scientific unfolding of knowledge. They are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

That different studies have distinct and peculiar educational values is a fundamental principle in the Jesuit system of education. Mathematics, the Natural Sciences, Languages and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one can not be supplied by another. The best modern educators are beginning to realize more and more that prescribed courses which embrace well-chosen and co-ordinated studies, afford a more efficient means of mental cultivation and development. One or more of such systematic courses, as the Classical and the Scientific, may be offered in consideration of the future career of the student. While recognizing the importance of Mathematics and the Natural Sciences, the Jesuit system of education has always kept Language and History in a position of honor as leading factors in mental culture. Mathematics, it is true, and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the deductive and inductive powers of reasoning; but Language and History affect a higher union,

for they are manifestations of spirit to spirit, and by their study bring the whole mind of man into the widest and subtlest play. Since the acquisition of language especially calls for delicacy of judgment and fineness of perception, and for a constant and quick use of the reasoning powers, special importance is given to the classic tongues of Greece and Rome. These languages having a structure and an idiom remote from the language of the student, their study lays bare before him the laws of thought and logic, and requires attention, reflection, and analysis of the fundamental relations between thought and grammar. Hence, language holds a permanent position of honor as an instrument of culture.

Greater stress, however, is laid on mental and moral philosophy, not only for the influence such study has in mental development, but also for its power in steadying the judgment of the student in his outlook on the world and on life. Rational philosophy, as a means of developing young manhood, is admittedly an instrument of strength and effectiveness. But to obtain these results, philosophy must be such in reality as well as in name. It must not consist in vague gropings after light, in detailing the vagaries of the human mind without venturing to condemn them, in reviewing contradictory systems without any expression of opinion as to the fatal defects which caused them to be discarded. Philosophy, according to the Jesuit system of education, does more than this. It formulates a logical, unified, complete system of mind-culture in harmony with well-known laws of human thought, and in the defense of definite propositions expressive of truth, it rises to the dignity of science. With such a definite system to defend against every attack, the mind becomes more acute and plastic, the logical powers are strengthened, the value of proof is properly estimated, the vulnerable points of error are readily detected and truth comes forth triumphant from every conflict of mind with mind.

The Jesuit system of education does not share the illusion of those who imagine that education while enriching and stimulating the intellectual faculties, also exercises

a moral influence on human life. Experience proves that knowledge and intellectual development have of themselves no moral efficacy. This fact established, the Jesuit system aims at developing, side by side, the moral and intellectual faculties of the student and at sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge without a guiding and controlling force, the principal faculties to be developed are the moral faculties; for morality is the underlying basis, the vital force supporting and animating the whole organic structure of education, and in consequence it must be taught continuously. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illumining what is noble and exposing what is base, and thus giving to the true and false their relative light and shade. In brief, the purpose of Jesuit teaching is to lay a solid substructure of science, professional and special, and to build up the moral life, civil and religious.

Buildings and Grounds

The College Department occupies the three upper floors of the main building. The class rooms and lecture halls are well ventilated and flooded with light. The desks are so arranged that the illumination is always from the left.

The gymnasium occupies a separate building and affords a playing floor, one hundred by sixty feet. The ceiling is reenforced by steel girders, and the entire floor is free of pillars. Overhead lighting makes the gymnasium bright at all times. Locker rooms and shower baths adjoin the gymnasium. Recreation rooms with different forms of amusement afford indoor diversion for those that desire it. The athletic grounds give opportunities for indoor baseball and handball and tennis.

Science Equipment

The large lecture hall for Chemistry comfortably seats seventy students, and has every convenience for the demonstration of ordinary atomic and molecular properties. The laboratory offers splendid opportunities for work of a qualitative and quantitative nature in all the departments of general, analytic, organic and industrial chemistry.

The apparatus for the demonstration and laboratory work in Physics is exceptionally complete, containing the best instruments of American and European manufacturers. About five hundred lantern slides covering several of the more important topics in Physics, have been added during the past year, as well as a large amount of apparatus. For advanced work the instruments are of the greatest accuracy, and afford a wide range of application.

The Biological laboratory is arranged so as to give the best possible light for each student while avoiding direct sunlight. The collection of over a thousand slides is chosen so as to cover the more important points in the field of Biology.

The Meteorological Observatory was founded in 1873, and contains all the standard instruments used by the Government Weather Bureau. The class in Meteorology has opportunity to get acquainted with all of the instruments. Government publications and the latest books on the subject may be procured from the Scientific Library.

The Seismological Observatory has three large instruments. The largest of these contains a 2400 pound vertical pendulum. The location of the seismographs is extremely favorable for the observation of earthquakes, and the archives contain practically every tremor in the last twenty years.

Needs of the College

While the class-room accomodations, the laboratories and the gymnasium have been sufficient up to the present, the extraordinary increase in attendance has taxed the present buildings very much. Great need is felt of a new building which would give more class-rooms and afford an assembly hall for academic gatherings, lectures and dramatic entertainments. Just as great is the College's need of an athletic campus, where inter-class and collegiate contests may be held. It is hoped that friends of higher education may come to the assistance of the College and help it to meet these needs.

BEQUESTS

LEGAL FORM OF BEQUEST TO

Saint Ignatius College of Cleveland, Ohio

I give, bequeath and devise to Saint Ignatius College of Cleveland, Ohio, an institution incorporated under the laws of the State of Ohio and located in Cleveland, Ohio,

.....

.....

Acknowledgments

The College, like all private educational institutions, is dependent on its friends for every necessary aid in prosecuting and developing its work, and it trusts to their generosity and their zeal for the higher things for help in bringing desired improvements to a successful issue. The President and Faculty wish to express their grateful appreciation of the kindly spirit manifested by those who are active in forwarding the interests of the College. They wish also to acknowledge with thanks, the following donations:

Congressional Record, by Library of Congress.

Commentary on New Canon Law, by Rev. Jos. Smith.

Monthly Review, By U. S. Department of Labor.

Bulletins, by U. S. Department of Agriculture.

Bulletins and other publications by U. S. Bureau of Education.

The Ohio Public Health Journal, by Ohio State Department.

The Open Shelf, by Cleveland Public Library.

The Bulletins of the Catholic Educational Association.

D. C. Generating Plant for the Wireless Station, by M. M. McIntyre.

Forty Volumes and Library Case to the Scientific Section of the Library, by John P. Bork.

Forty Volumes and Bulletins to the Scientific Section of the Library, by U. S. Geological Survey.

Twenty Volumes, by U. S. Bureau of Mines.

Fifteen Publications and Bulletins, by Ohio Experiment Station.

Donations to the Chemical Department, by Leo J. Haessly.

Fifty Volumes to Library, by Thomas, William, and Charles Carroll.

College Activities

For years various organizations of a literary, social or athletic nature have existed among the students. To properly promote and coordinate these activities the Student body met in the fall of 1919 and formed itself into a general association known as the College Union. All classes and all other officially recognized organizations, whilst retaining their own identity, are members of this Society. The enterprise proved a success from the very start as it directed in turn the combined efforts of all the students to the successful accomplishment of the special programs of the individual organizations. A member of the faculty, appointed by the President of the College, is the Adviser of the Union.

Officers are elected at the beginning of each semester.

OFFICERS

Faculty Adviser.....	Mr. Lionel V. Carron, S. J.
President.....	Walter J. Kiewel, '20
Vice-President.....	James J. Corrigan, '22
Secretary.....	John D. Buck, '22
Ass't Secretary.....	Robert J. Smith, '21
Treasurer.....	Vincent M. Heffernan, '21

An Executive Council composed of the three highest officers of each year's class, and of the highest officer of each other member organization.

Sodality of the Annunciation of the Blessed Virgin Mary

Established February 2, 1891

Rev. Francis J. Hagganey, S. J., Director

The object of the Sodality of the Blessed Virgin is to foster in the students an earnest religious spirit, and especially a tender devotion to the Mother of God.

OFFICERS '19-'20

First Term

James P. Cozzens

Prefect

Walter B. Martin
Eugene R. McCarthy

} Assistants

John J. Tivenan

{ Vincent M. Heffernan
John D. Buck

Eugene J. Chesney

Secretary

Eugene J. Chesney

Aloysius J. Acker

Treasurer

Cornelius O. O'Donnell

John J. Tivenan
Ernest A. Mey
Walter A. Dorsey
Vincent M. Heffernan
Theodore W. Walters
Daniel I. Gallagher

} Consultors

{ Sylvester J. Mahony
Philip J. O'Brien
Raymond R. Matousek
Joseph F. Gill
Paul W. Cavanaugh
Joseph G. Krummert
Alan F. Lang

Leonard A. Smith

Organist

John V. Walsh

James P. Peppard
Edward A. McDonnell

} Sacristan

{ Arthur J. Walters
Joseph A. Lembach

The Acolythical Society

The principal object of this Society is to add beauty and solemnity to Divine Worship by an active observance of the liturgistic rites and ceremonies; as also to afford students, distinguished for excellent deportment, the honor of serving in the Sanctuary.

MR. GEORGE C. RING, S. J.

Director

The Apostleship of Prayer in League with the Sacred Heart

The Apostleship of Prayer in League with the Sacred Heart is a world-wide organization, of which there exists in the College a distinct and duly-erected Local Center, with membership open to all the students. The object of the association is to foster a manly and practical devotion to the Sacred Heart of Our Lord and Its interests in the world, and to put in practice the law of universal charity by mutual prayer for the intentions of all Associates.

REV. JAMES A. KLEIST, S. J.

Director

Debating and Literary Society

The College Literary and Debating Society has for its aim to stimulate interest in literary study and production, and the practice of public speaking, especially debate. Meetings are held weekly for two hours during which a literary program is presented by the members, each in his turn. Extemporaneous speaking is encouraged by having a general discussion among the members after the regular debate has been finished.

MR. LIONEL V. CARRON, S. J.

Director

OFFICERS

Aloysius A. Acker.....	President
Vincent M. Heffernan.....	Vice-President
John D. Buck.....	Secretary
Leonard A. Gerity.....	Treasurer
Eugene F. Chesney.....	Sergeant-at-Arms

The Students' Library

The object of the Library is to foster a taste for good and useful reading.

The Circulation Department, accessible to all students, comprises over four thousand volumes of choice literature, carefully selected with a view to the needs of the college students. Books are issued on all school days.

In the Reading Rooms, the leading Catholic journals and magazines, together with valuable works of reference, are placed at the service of the students, thus affording them ample opportunity of becoming acquainted with the current news, and of forming sound opinions upon important questions of the day. The Reading Rooms are open daily from 12 to 12:45 p.m.

MR. GEORGE C. RING, S. J.
Librarian

WILLIAM W. MAUND
Assistant Librarian

The Scientific Academy

The Scientific Academy of St. Ignatius College was instituted November 8, 1915. The purpose of the Academy is to promote personal endeavor along scientific lines by having the students prepare and deliver lectures on scientific subjects before the members of the Academy. Lectures by the graduates of the college or persons engaged in scientific work are occasionally delivered in order to stimulate greater interest in the members of the Academy by showing them the wide application that science has in the various departments of life. The real work of the society, however, is to have the students themselves prepare the subjects, since the good received by them in writing a lecture is far in excess of a great many lectures heard.

OFFICERS

President.....Leonard T. Gerity
Vice-President.....Philip J. O'Brien
Secretary.....James H. Smith
Treasurer.....Kenneth G. Mulholland
Advertising Committee.....

.....John V. Walsh and Paul W. Cavanaugh
Librarians....Cyril J. Marquard and Paul W. Cavanaugh
Sergeant-at-Arms.....Carl A. Turk and John J. Tivenan

The Athletic Association

By means of this Association, encouragement is given its members to acquire the physical development and relaxation necessary for consistent work in the class-room. Those only are permitted to play on a representative team who have attained proficiency in their various branches.

OFFICERS

1919-20

Mr. J. L. Polski, S. J.....Faculty Director

FOOTBALL

Robert J. Smith Manager
Philip J. O'Brien..... Captain

BASKETBALL

Robert J. Smith.....Manager
Walter A. Dorsey.....Captain

BASEBALL

Leonard T. Gerity.....Manager
James J. Jordan.....Captain

TENNIS

Walter A. Dorsey.....Mgr. and Capt.

Musical Department

REV. VICTOR WINTER, S. J.
Director

Knowing the high value of music as an educational factor the College, to encourage the students in their musical efforts, maintains a well equipped musical department of recognized merit.

Various courses in musical theory as well as in vocal and instrumental instruction are offered. These courses are arranged to meet the requirements of the best musical schools. None but standard instruction books, etudes and works by the best masters are used. Proper credits are given for the successful completion of these courses.

Symphony Orchestra

Each year a Symphony Orchestra is organized from among the students of St. Ignatius College and the High Schools. Members can thus acquire much instruction and invaluable experience at the mere outlay of a little time.

Ninety young men, many of them of exceptional musical talent, comprise this year's membership. Besides furnishing the music for all College entertainments the orchestra annually holds several public contests. The high degree of excellence displayed in the rendition of these difficult programs amply attests the ability of Director and players and has earned for them a host of patrons and friends.

The Alumni Association

The Alumni Association of St. Ignatius College was organized in the spring of 1903 and has for its object, "to keep up the friendship of college days, to promote Catholic education and to further the interests of the College." The Association holds an annual meeting about the time of the College Commencement, and other business and social meetings at the call of the Executive Committee.

During the War the Association was forced to suspend many of its activities due to the fact that so many of the members were engaged in their Country's service. With the completion of the War vigorous efforts were made to reorganize the Alumni body and as a result the Association has been put on such a footing as to augur well for its work in the future.

OFFICERS

James J. Laughlin, '15.....	President
Aloysius A. Bungart, '17.....	Vice-President
Charles P. Bechler, '10.....	Secretary
William T. O'Brien, '10.....	Treasurer
William J. Raddatz, '01	} Executive Committee
Thomas X. Dunigan, '15	
Edward A. McDonnell, '19	

Student Publications

"Lumina," the college magazine, was founded in October, 1915. The aim of the publication was to give the students an outlet for their literary efforts and to foster interest in writing and at the same time to bring to the notice of the public the events that take place at the College. After the June issue of the year 1919 "Lumina" was succeeded by "The Ignatian."

LUMINA 1918-1919

Editor.....J. Harold Traverse, '19
Business Manager.....Vincent M. Heffernan, '21

In the fall of the year 1919 "The Ignatian," a monthly newspaper, was founded. Besides the regular news section, a literary and a scientific section, have been added to the paper, thus widening its scope. The paper is run in conjunction with the course in Journalism and thus students are given practical experience in the managing and editing of a newspaper. The Literary Section and the Scientific Section stimulate endeavors in their respective fields.

IGNATIAN 1919-1920

Editor-in-Chief.....Walter J. Kiewel, '20
News Editor.....Cletus J. Koubek, '22
Business Manager.....Vincent M. Heffernan, '21

Expenses

As the Institution is not endowed, it is entirely dependent for its support on the fees paid for tuition.

Entrance fee, \$5.

Tuition, per session of ten months for all classes, \$80.

Library fee, \$1.

Budget ticket for Athletic Activities per semester, \$3.

Students of Biology, Chemistry and Physics pay \$10 per session for the use of the apparatus.

Breakage deposit of \$5 required of students of Science. This amount, less the cost of the above item, will be returned to each student at the end of the session.

Diplomas for Graduation, \$10.

Conditioned examinations, \$1.

Conditioned examinations on days other than those assigned by the Dean, \$2.

Payments must be made quarterly or semi-annually IN ADVANCE. The account for tuition dates from the day of the student's entrance. No deduction is allowed for absence, save in case of dismissal or protracted illness. No student will be admitted to a semester examination or to the final examination for graduation if any bills remain unpaid.

Scholarships

In the College an Annual Scholarship is provided by the donation of \$80. A permanent scholarship which entitles the founder at all times to keep one scholar, designated by him and acceptable to the Faculty, free at the College, is founded by the gift of \$2,000.00. If the founder fails to name an incumbent, the scholarship will be conferred at the discretion of the President of the College.

Donors of Permanent Scholarships

The Rev. E. W. J. Lindesmith Scholarships (two), founded by the Rev. E. W. J. Lindesmith.

The Rev. E. M. O'Callaghan Scholarships (two), founded by the Rev. E. M. O'Callaghan.

The St. Aloysius Scholarships (six), founded by the late Rt. Rev. Msgr. Felix M. Boff.

The Mary I. Sexton Scholarship, founded by Mrs. Mary I. Sexton, Chicago, in memory of her parents, John F. and Catherine Lyons.

The Rev. Michael Zoeller, S. J., Golden Jubilee Scholarship, founded by St. Mary's Parish.

The Elizabeth Schweitzer Scholarship, founded by Mrs. Elizabeth Schweitzer.

The Philip H. Marquard Scholarship, founded by Mr. Philip H. Marquard, Cleveland, Ohio.

The Mrs. Philip H. Marquard Scholarship, founded by Mr. Philip H. Marquard, in memory of his deceased wife.

The Rev. Hippolyt Orowski Scholarships (two), founded by the late Rev. Hippolyt Orlowski, of Berea, Ohio.

The Rev. John T. Carroll Scholarship, founded by the late Rev. John T. Carroll, Cleveland, Ohio.

The Pauline Vollmer Scholarship. Founded by Miss Pauline Vollmer.

One scholarship for the entire course (High School and College), and four scholarships for the High School course are offered by the President of the College to the eighth grade boys of the parochial schools of Cleveland and

vicinity, who obtain the highest marks in the competitive examination.

Conditions For Holding Scholarships. The Scholarships are for tuition only. The holder must defray other expenses; entrance fee, annual Athletic and Library fees, necessary books and stationery, science fee, graduation fee. Scholarship boys must pay these fees in full at the beginning of each school year.

Annulment of Scholarships. 1. These Scholarships are not transferable, and are forfeited when, for any reason, the holder's relations with the College are severed.

2. Scholarship boys are expected to maintain a general average of 85 per cent. If they drop below this, they will be seriously warned. A general average under 80 per cent loses the Scholarship. Where sickness causes such falling in percentage, the President of the College will judge the case.

Prizes

Moran Senior Philosophical Medal.—A gold medal for Highest Honors in Senior class of Philosophy is offered by the Rev. Francis T. Moran, D. D., Rector of St. Patrick's Church, Cleveland.

The Pfeil Junior Medal.—A gold medal for the Highest Honors in Junior class is offered by the Rev. Nicholas Pfeil, Rector of St. Peter's Church, Cleveland.

The St. Ignatius Alumni Medal.—A gold medal for the Highest Honors in Sophomore class is offered by St. Ignatius Alumni Association.

The Hroch Freshman Medal.—A gold medal for the Highest Honors in Freshman class is offered by the Rev. Francis J. Hroch, Rector of St. John Nepomucene's Church, Cleveland.

The Smith College Elocution Medal.—A gold medal for the successful contestant in the Public Elocution Contest is offered by the Rev. Joseph F. Smith, Rector of St. Philomene's Church, Cleveland.

The Spitzig Oratorical Medal.—A gold medal for the best original oration delivered in the annual contest in oratory is offered by the Misses Mayme and Jennie Spitzig.

The Scientific Medal.—A gold medal is awarded to the student in the College submitting the best scientific essay under the conditions required in the contest. The subject is chosen from the field of Chemistry or Physics. The medal is donated by a friend of the College.

Honors in Scholarships

The honors and prizes awarded at the end of the year are determined by the combined results of class-work and examinations. Four gold medals for Class Honors are awarded each year to those students who lead their respective years in scholarship, provided a grade of 90 per cent or over is maintained for the year's work.

Those who maintain an average of 90 per cent or upward merit the distinction of First Honors; and those who

maintain an average between 85 and 90 merit the distinction of Second Honors. A student who fails in any subject at the semester examinations is thereby disqualified from all honors.

Special Prizes

Intercollegiate English Prize

A purse of \$100 (\$50 for the first prize, \$20 for the second, \$15 for the third, \$10 for the fourth, and \$5 for the fifth) is offered yearly by Mr. D. F. Bremner, of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit Colleges of the Missouri Province, which are:

St. Louis University, St. Louis, Mo.
St. Xavier College, Cincinnati, Ohio.
St. Ignatius College, Chicago, Ill.
St. Mary's College, St. Marys, Kan.
Creighton University, Omaha, Neb.
University of Detroit, Detroit, Mich.
Marquette University, Milwaukee, Wis.
Campion College, Prairie du Chien, Wis.
St. John's College, Belize, British Honduras.
St. Ignatius College, Cleveland, Ohio.
St. John's University, Toledo, Ohio.
Rockhurst College, Kansas City, Mo.
Sacred Heart College, Denver, Colo.

Intercollegiate Latin Prize

For the best Latin essay from competitors of the same colleges, a gold medal is offered by Very Rev. F. X. McMenamy, S. J., Provincial of the Missouri Province of the Society of Jesus.

Sessions

The College year begins on the second Monday in September and includes thirty-six weeks, which are divided into Fall and Spring terms, or semesters, of eighteen weeks each. There is a Christmas recess of one week and an Easter Recess of five days. Classes are not held on National Holidays nor on days observed as holy days of obligation in the Catholic Church. Commencement Day takes place during the third full week in June.

Attendance

All cases of absence and tardiness are reported to the Dean's office weekly by professors and instructors.

Students not in their places at the opening of the semester must present written excuses from their parents or guardians for the delay.

Students who are not present at recitations during the twenty-four hours preceding or following the Christmas or summer recesses will be marked three absences for each recitation missed, unless permission has been **previously** granted by the Dean.

Absence from Term examinations will be rated as three absences; absence from a previously announced test, two absences; tardiness at or departure without permission from either of the above, one absence. Absence from Term examinations must be satisfactorily adjusted in writing to the Dean within two weeks or a grade of "F" will be recorded for the course.

Absences from laboratory courses in excess of one-sixth of the total number for the semester will cancel the registration for the course.

The maximum number of absences allowed a student in any course, **without deduction of grade** in any semester, is the same as the number of class exercises per week in that course.

For each absence in any subject up to one-tenth of the remaining regular recitation periods for the semester, de-

ductions are made from the **final grade** of the students as computed from the daily standing and final examination, as follows:

One-half per cent for four or five-hour studies.

One per cent for two or three-hour studies.

For each absence in excess of one-tenth of these recitations, twice the above schedule of deduction is made.

Unless a satisfactory excuse from parents or guardian is offered in writing to the Dean upon return to class after each absence, the last two schedules of deductions will be increased by one per cent.

If a student is absent either **with or without excuse**, from twenty per cent or more of the exercises of a given class, in any semester he will be required to take an extra examination which will ordinarily cover the work gone over **during his absence**.

Tardiness in class attendance is regarded as a partial absence, unless the matter is adjusted **on request of the student** at the close of the hour. Three tardy marks will be recorded one absence.

In no case will any one absence incur two distinct penalties.

Recitation Hours

Regular class recitations begin at 9:00 A. M., and continue, with a Noon Recess, until 2:25 P. M.

Discipline

Regularity in attendance, earnest application to work assigned, conformity to the regulations, and gentlemanly conduct are required of all students of the Institution. Any serious neglect in these essential points will render the offender liable to effective correction, and even to dismissal.

The College does not hold itself responsible for offenses committed outside of its jurisdiction; yet any conduct that is detrimental to the reputation of the Institution, or that hinders the advancement or moral good of other students, is sufficient cause for suspension or expulsion.

Home Study

All the endeavors of the Faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately twenty hours each week are spent in class work; and to prepare the recitations and exercises for this work, as well as to review the matter previously seen, about two hours' preparation on the part of the student is required for each hour of lecture or recitation. Parents and guardians are, therefore, respectfully urged to insist on this application.

Moral Training

In its moral training the College aims at building the conscience of its students for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for this fulfillment; and, as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. The Catholic students are required to attend the classes in Christian Doctrine, to be present at Chapel exercises, to make an annual retreat and to approach the Sacraments at least once a month.

Classification of Students

No student will be advanced to a higher class if he has any conditions prior to the year in which he ranks.

Those students are ranked as Sophomores who have at least twenty-four credit hours and have completed the prescribed courses of freshman year; Juniors, those who have fifty-six credit hours and have completed the prescribed courses of the sophomore year; Seniors, those who have ninety-two credit hours and have completed the prescribed courses of the junior year.

No student will be considered a candidate for graduation if he has *any deficiency* at the beginning of the second semester of the Senior year.

EXAMINATIONS

Examinations in all subjects are held at the close of each semester. Partial examinations and written recitations are held from time to time during the semester.

The result of a semester examination, combined with the student's class work (each to count one-half) will determine his grade for the semester.

A condition (E) due to failure in a semester examination may be removed by a supplementary examination, upon recommendation of the department concerned, with the approval of the Dean of the College. The supplementary examinations are held during the first month of the succeeding semester. They may be taken only on the days specified.

A conditioned student who desires such examination must notify the department concerned one week in advance so that examination questions may be prepared. He must also notify the Dean on or before the same day so that arrangements may be made for the examination. For each subject, a fee of one dollar is charged, payable in advance. Removal of conditions by examinations shall not entitle the student to a grade higher than D.

A student may take only one examination to remove a condition. If he fails to pass the subject, in both the reg-

ular and supplementary examinations, he must repeat the entire subject in class.

Conditions may be incurred: (a) by a failure to satisfy the requirements of any course, which requirements include the recitations, tests and other assigned work as well as the examinations* (b) by exclusion from an examination because of excessive class-room absence; and (c) by absence, due to any cause, on a day appointed for examination, provided the work done during the semester is below passing.

Conditioned students absent from the regular supplementary examinations must present an excuse satisfactory to the Dean or receive a grade of F for the course.

Reports

At the close of the semester examinations, a report of the student's standing is sent to the parents or guardian. The Dean should be notified if the reports are not received in due time.

Parents and guardians should observe that absence and tardiness, even though excusable, affect the class-work and, consequently, the student's standing and his chances for promotion.

Grades of Scholarship

The student's progress is indicated by the combined results of his examinations and class work. Class work is the record of the student's attendance and of his satisfactory work during the recitation periods. Each subject is estimated on the basis of 100%. An average below seventy-six is unsatisfactory; 70% is the passing mark; 59% is a failure; and from 60% to 69%, inclusive, is reckoned a condition.

*(The right to examination in any subject at the end of a semester will be refused to those who have not handed in 85 per cent of written assignments in laboratory or written work.

Admission

REGISTRATION

New students must make application for admission to the Registrar, and must file permission to register with him. A student will not be registered without *official* entrance records. Students entering from other colleges should first see the Chairman of the Committee on Advanced Standing.

Former students in good standing, after having paid their fees, will proceed to the Registrar to arrange their schedule for the semester.

REQUIREMENTS FOR ADMISSION

All applicants for admission to the College must present satisfactory testimonials of good moral character. A student entering from another college or institution of collegiate rank, must furnish from such institution a certificate of honorable dismissal before his credentials for scholarship will be examined by the Entrance Board.

Entrance Requirements

Candidates for admission to Freshman year must present entrance credits amounting to fifteen units representing four years of high school work. A unit is a series of recitations or exercises in a given subject pursued continuously throughout the school year. The number of class exercises required in a week for each unit shall, in general, be five. Double periods are required for laboratory courses.

Not less than a full unit will be accepted in the first year of any language. Half-units will be accepted, but only when presented in addition to integral units in the same subject, or in half-year subjects which constitute a *complete* course in themselves e. g. Solid Geometry. Any two of the biological sciences (Physiology, Botany, Zoology) may be combined into a continuous year's course equal to one unit.

I. Prescribed Entrance Requirements

(a) For the A.B. Degree

English	3 units
Mathematics	2 units
*Latin	4 units
History	1 unit
Science	1 unit

(b) For the B.S. Degree

English	3 units
†Mathematics	2.5 units
Foreign Language ...	2 units
History	1 unit
Science	1 unit

II. Electives

The remaining four or five and one-half units may be selected from any subject counted towards graduation in an accredited or recognized high school, with the following restrictions:

(a) No subject may be presented for less than a half unit of credit, as explained above.

(b) Not more than one unit will be accepted in any vocational subject counted toward graduation in an accredited or recognized high school.

(c) Vocal music and physical training will not be recognized for credit.

CONDITIONS

A condition of not more than *one unit* may be allowed to a candidate ranking above the lowest quarter of his high school class; but no condition is allowed in the *prescribed* English, Algebra or Geometry.

(a) This remaining unit may represent work not offered at entrance, and is in that case a real *deficiency*. Such students are considered as deficient students and must remove this deficiency during the first year of residence.

(b) Students offering the required number of units may fall slightly below the passing grade in one unit of work. Such students are considered as *conditioned* and must stand an examination for the removal of this condition during the Freshman year.

The work of the first year must be so arranged and so limited in amount that all conditions shall be removed and all deficiencies made good *promptly*. Deficient and conditioned students must, therefore, submit their course of study for approval to the Dean of the College.

*Students presenting full fifteen units without the prescribed four units in Latin or without the prescribed two units in foreign language will be given an opportunity to make up these requirements during the first two years at college.

†Candidates for the B. S. degree who present fifteen units, but only two units in Mathematics, may be admitted with the obligation of supplying the other half unit during Freshman year.

Methods of Admission

ADMISSION BY CERTIFICATE

Admission without examination *on certificate* is granted to students from approved secondary schools as follows:

1. St. Ignatius and Loyola High Schools.
2. Secondary schools accredited by any recognized standardizing agency.
3. Secondary school accredited by Ohio State University.
4. High school of the *first grade* in other states, which are so rated by the State Superintendent of Public Instruction.
5. Private schools and academies, not on any list, but approved, after investigation, by a vote of the Faculty of St. Ignatius College.

Credentials which are accepted for admission become the property of the College and are kept permanently on file. All credentials should be filed with the Registrar. They should be mailed at least one month before the beginning of the semester, in order to secure prompt attention. Compliance with this request will save applicants much inconvenience.

Blank forms of entrance certificates, which are to be used in every case, may be had on application to the Registrar. Certificates must be made out and signed by the Principal or other recognized officer of the school and mailed by him directly to the Registrar.

No certificate will be accepted unless the holder has spent the last year of his high school course in the school issuing the certificate. A catalogue of the school, if published, describing the course of study in detail, should accompany the certificate.

It is expected that the principal will recommend not all graduates, but only those whose ability, application and scholarship are so clearly marked that the school is willing to stand sponsor for their success at college.

The certificates should fully cover the entrance requirements of the College. Admission on school certificates is in

all cases provisional. If, after admission to the College, a student fails in any subject for which a school certificate was accepted, credit for that entrance subject may be canceled.

ADMISSION BY EXAMINATION

Applicants who are not entitled to enter *on certificate* must take the entrance examinations in the entire number of required units listed on page 36. These examinations are held during the last week in June and the first week in September. The applicant may divide the examinations into two parts, taking as many as possible in June, and the remainder in September. An examination in which the applicant has failed in June may be taken again in September.

ADMISSION TO ADVANCED STANDING

College credit for work done in a secondary school in excess of the requirements for admission can be given only on examination provided through the Dean's office, and on the basis of four semester hours of credit for one unit of work.

Candidates for admission from other institutions of collegiate rank, which offer the same or equal courses of study as those at St. Ignatius College, will be granted the same standing as at the former institution upon presenting in advance of registration:

1. A certificate of honorable dismissal.
2. An official transcript of college credits, with specifications of courses and year when taken, hours and grades.
3. An official certified statement of entrance credits and conditions, showing the length of each course in weeks, the number of recitations and laboratory exercises each week, the length of recitation and the mark secured.
4. A marked copy of the catalogue of the college previously attended, indicating the courses for which credit is desired.

No student will be admitted to the College as a candidate for a degree after the beginning of the first semester of the Senior year.

SPECIAL STUDENTS

Mature and earnest students who are either lacking in

the required entrance units or who wish to pursue particular studies without reference to graduation, may be admitted with the permission of the Dean, to such courses of their own choice as they seem qualified to undertake.

The work thus done by special students cannot be counted later on toward a degree at St. Ignatius College unless all entrance requirements have been satisfied.

UNDERGRADUATE DEGREES

The following degrees are conferred:

A. B., Bachelor of Arts;

B. S., Bachelor of Science;

Ph.B., Bachelor of Philosophy.

The A. B. degree is conferred if the candidate's course has included two years of college Latin.

The B. S. degree is conferred on one who has concentrated his studies, particularly during the last two years of college, on Science or Mathematics.

The Ph. B. degree is conferred on candidates whose chief work has been in one or two of the following departments: Philosophy, History, English Literature, Economics, Political Science, Education, Sociology.

Requirements for the Baccalaureate Degrees

The conditions for the Baccalaureate degrees are the following:

1. The satisfactory completion of the four years' course leading to the degree for which the student is a candidate.

2. A written thesis approved by the Dean of the College and presented on or before April 15th of the year in which the degree is expected to be conferred.

3. All work in order to be accepted in fulfillment of any requirement for the degree must be completed with grade D (70—76) or over, and three quarters of the work must be of grade C (77—84) or above.

4. A fee of ten dollars payable in advance.

The honorary degree of Doctor of Laws (LL. D.) may be conferred at the discretion of the Board of Trustees upon those who have deserved well of the community in Literature, Science, or the Professions.

Scope of Entrance Subjects

The following descriptive outline indicates the amount of preparation expected in each of the subjects named:

LATIN

(a) **Grammar and Composition.** The examination in grammar and composition will require a thorough knowledge of the entire Latin grammar together with such facility in writing Latin prose as is required by one who satisfactorily completes the course of exercises prescribed by St. Ignatius' High School. This course is based on Bennett's New Latin Composition.

(b) **Reading.** Caesar's Gallic War, four books; Nepos' Lives (6) may be taken in place of two books of Caesar; Cicero's orations against Catiline and for Archias and the Manilian Law. Cicero's De Senectute and Sallust's Catiline or Jugurthine War may be taken as substitutes for three of the above orations. Vergil, four books of the Aeneid (or their equivalent from the Eclogues, or Georgics) and Ovid's Metamorphoses. The examination will include translation at sight of both prose and verse. (Four units.)

GREEK

(a) **Grammar and Composition.** The examination in grammar will require a thorough knowledge of etymology, of the syntax of cases, the rules of concord and prepositions. A working knowledge of the epic dialect; practice in metrical reading and written scansion; practice in reading at sight. For Greek the credit is two units. Composition will be based on Xenophon and will test the candidate's ability to translate into Greek simple sentences with special reference to the use of the forms, particularly of the irregular verb, and the common rules of syntax.

(b) **Reading.** Xenophon's Anabasis, four books, or their equivalent; or Homer's Iliad or Odyssey, two books. The examination will include translation at sight of both prose and verse. (Two units.)

ENGLISH*

(a) **Rhetoric and Composition.** The applicant should be familiar with the principles of Rhetoric as set forth in Brook's, Scott-Denney or an equivalent. The composition will test the candidate's ability to write clear, idiomatic English. The subjects will be taken from his experience and observation, or from the books he presents for examination. The spelling and punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

(b) **Literature, 1919-1920.** (a) For Reading: Cooper, *The Spy*, *The Last of the Mohicans*; Stevenson, *Treasure Island*; Poe, *Poems and Tales*; Scott, *The Talisman*; Longfellow, *Tales of a Wayside Inn*; DeQuincey, *Flight of a Tartar Tribe*; Eliot, *Silas Marner*; Shakespeare, *Julius Caesar*; Pope, *Essay on Criticism*; Tennyson, *Idylls of the King*.

(b) **For Study:** Dickens, *Christmas Stories*; Irving, *Sketch Book*; Hawthorne, *Twice-Told Tales*; Scott, *Ivanhoe*; Whittier, *Snowbound*, and other poems; Sir Roger de Coverly Papers; Washington, *Farewell Address*; Webster, *Bunker Hill Oration*; Dickens, *David Copperfield*; Lowell, *Vision of Sir Launfal*, and other poems; Lamb, *Essays of Elia*; Macaulay, *Essay on Johnson*; Garraghan, *Prose Types in Newman*; Newman, *Dream of Gerontius*; Shakespeare, *Merchant of Venice*.

A knowledge of the subject matter and form of each work with an explanation of the principal allusions will be required, together with the literary qualities, so far as they illustrate rhetorical principles, a biographical outline of the authors and an account of their works. (Three units.)

FRENCH†

1. The first year's work should include careful drill in pronunciation and in the rudiments of grammar, abundant easy exercises designed to fix in mind the principles of grammar, the reading of 100 to 175 pages of graduated text

*The Uniform College Entrance Requirements in English for 1917 will be accepted as will any fair equivalent work in this department.

†The admission requirements in French are those recommended by the Modern Language Association of America.

with constant practice in translating easy variations of the sentences read, and the writing of French from dictation. (One unit.)

2. The second year's work should comprise the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches, constant practice in translating into French easy variations upon the texts read, frequent abstracts — sometime oral and sometimes written — of portions of the text already read, writing French from dictation, and continued grammatical drill, with constant application in the construction of sentences. (One unit.)

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, the study of a grammar of moderate completeness, and the writing from dictation. (One unit.)

GERMAN*

1. The first year's work should comprise careful drill in pronunciation; memorizing of easy, colloquial sentences; drill upon the rudiments of grammar; easy exercises, designed not only to fix in the mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; the reading of from 55 to 100 pages of text; constant practice in translating into German easy variations upon sentences selected from the reading lesson and in reproducing from memory sentences previously read. (One unit.)

2. The second year's work should comprise the reading of 150 to 200 pages of literature in the form of easy stories and plays, practice in translating into German the substance of short and easy, selected passages, and continued drill upon the rudiments of grammar. (One unit.)

3. Advanced work should include, in addition to the two courses above, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in

*The admission requirements in German are those recommended by the Modern Language Association of America.

giving, sometimes orally and sometimes in writing, abstracts, paraphrases, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the more technical points of the language. (One unit.)

HISTORY

The candidate will be expected to show on examination such general knowledge of each field as may be required by the study of an accurate text-book of not less than 300 pages. The examination will call for comparison of historical characters, periods and events, and, in general, for the exercise of judgment as well as of memory.

1. **Ancient History.** Comprising Oriental and Greek History to the death of Alexander, and Roman History to 800 A. D., with due reference to Greek and Roman life, literature and art. (One unit.)

2. **Mediaeval and Modern History.** From the death of Charlemagne to the present time. (One unit.)

3. **English History.** With due reference to social and political development. (One-half or one unit.)

4. **American History.** With special stress upon the national period, and Civil Government. (One unit.)

MATHEMATICS

Elementary Algebra and Plane Geometry are required for admission to all courses; the other subjects are optional, unless otherwise indicated above.

1. **Elementary Algebra.** Algebra through Quadratics. The points to be emphasized are: Rapidity and accuracy in performing the four fundamental operations, factoring and its use in finding the greatest common factor and the lowest common multiple, radicals, the solution of linear equations containing one or more unknowns, the solution of quadratic equations, and the statement and solution of problems. (One unit.)

2. **Plane Geometry.** The usual theorems and constructions of good text-books. Attention should be paid to the solution of original exercises and numerical problems and to the subject of loci. It is desirable that a short course in

practical Geometry should precede the study of formal Geometry. (One unit.)

3. Solid Geometry. The usual theorems and constructions of good text-books. Attention should be paid to the solution of original exercises and numerical problems and to the subject of loci. (One-half unit.)

4. Intermediate Algebra. Theory of quadratic equations, remainder theorem, radicals with equations involving them, imaginary and complex numbers, ratio and proportion, variation, arithmetic and geometric progressions and graphs. (One-half unit.)

5. Advanced Algebra. This includes permutations and combinations, the binomial theorem for positive integral exponents, logarithms, convergency and inequalities. (One-half unit.)

6. Trigonometry. Plane Trigonometry as presented in the best modern text-books. Especial attention should be paid to accuracy, neatness, and the proper arrangement of the work. (One-half unit.)

NATURAL SCIENCES

Physics. One year's daily work in Physics, of which one-third should be laboratory work. The student should possess a thorough knowledge of the elementary principles of mechanics, heat, light, sound, electricity and magnetism, as presented in such text-books as Millikan and Gale or Carhart and Chute. Note-books on the work done in the laboratory, certified by the instructor, must be presented at the time of entrance. (One unit.)

Chemistry. One year's daily work in Chemistry, of which one-third should be laboratory work. The student should possess a thorough knowledge of the general laws and theories of chemistry and should be familiar with the occurrence, preparation and properties of the common elements and their compounds as presented in such text-books as McPherson and Henderson, Storer and Lindsey or Remsen. Note-books on the work done in the laboratory, certified by the instructor, must be presented at the time of entrance. (One unit.)

Zoology. One year's daily work in Zoology as presented in the text-books of Linville and Kelly, Jordan or Kellogg, with work in the laboratory and the field. A note-book on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. (One unit.)

Botany. One year's daily work in Botany as presented in Bergen, Atkinson or Coulter. A note-book, certified by the instructor, describing the work done in the laboratory and the field, must be presented at the time of entrance. (One unit.)

General Biology. A combined course in Botany and Zoology, extending throughout the year, as presented in Hunter's Essentials of Biology or an equivalent text. A note-book on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. (One unit.)

Physical Geography. One year's daily work in Physical Geography as treated in the text-books of Tarr, Davis or Dryer, with training in the laboratory and the field. Note-books on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. (One unit.)

Requirements for Graduation

AMOUNT OF WORK

In order to receive a degree, a student is required to complete 128 semester hours of work, three-fourths of which must be of C grade or better.

The requirements for graduation include:

1. A certain amount of prescribed work, especially in the freshman and sophomore years;
2. A major and two minors, usually to be taken during the junior and senior years; and
3. Free elective, which afford opportunity either for broader culture or for greater specialization as the student may choose.
4. At least one college year in residence, at St. Ignatius College.

The *semester hour* is the unit or standard for computing the amount of a student's work. A semester hour is defined as one lecture, recitation or class exercise, one hour in length per week, for one semester. Two hours of laboratory work are equivalent to one recitation hour. Two hours of preparation on the part of the student is required for each hour of lecture or recitation.

Regular work for Freshmen is *sixteen* hours per week. For all others it may be from *fifteen* to *eighteen* hours. No candidates for a degree will be allowed to register for fewer than twelve hours of work.

No Freshman may register for more than sixteen hours without special permission of the faculty, and such registration is not allowed to any student in his *first semester of residence*.

In case of students of longer attendance, advisers may grant permission to take studies up to eighteen hours a week after the standing of the student in *each study* of the semester is examined and found to be B (85) or over.

Students who drop a study without permission will be marked F on the Registrar's books. If a student is permitted at his own request to drop a course after attending the class for five weeks or more, he will be given a grade of E, which will become a part of the permanent records just as if he had failed at the end of the course.

No credit will be granted any student for more than forty

hours in any department, including credits earned in the freshman year, except:

1. When a student is writing a thesis, he may count in addition to the forty hours, the hours of the course in which he does his thesis work.

2. In the department of English, a student may take forty hours in addition to Rhetoric 1—2.

QUALITY OF WORK

Grades

A student's grade of scholarship in each of his subjects is determined by the combined results of examinations and class work.

ABOVE PASSING

A 93—100, Excellent

B 85— 92, Good

C 77— 84, Fair

D 70— 76, Passed

BELOW PASSING

E 60—69, Conditioned

F 0—59, Failed

I—Incomplete*

X—Absent

These grades are not given out to the students by the professors, but are regularly issued from the office of the Dean of the College.

Any student who desires to remove an Incomplete, must first obtain from the Registrar, a blank form for presentation to the instructor in charge of the course. This blank when signed, must be filed with the Registrar *within one week* from the time of the semester examination. A fee of \$1.00 is charged for blanks obtained after the specified time.

*A student may be reported Incomplete, if some small portion of his work remains unfinished, providing his standing in the course has been of grade C or higher. To secure credit, this work must be completed within one month after the beginning of the following semester; otherwise the course will be recorded as of grade E.

Character of Work

I. SUBJECT REQUIREMENTS

(a) *Prescribed subjects for the A. B. Degree.**

English	12	Mathematics	6
Latin	16	History	6
Modern Language	16	Philosophy	16
Science	8	Religion	8

(b) *Prescribed subjects for the B. S. Degree.*

English	12	Mathematics	6
Modern Language	16	History	6
Science	16	Philosophy	16

Prescribed Subjects by Years

BACHELOR OF ARTS

Freshman

<i>First Semester</i>	<i>Credit Hrs.</i>	<i>Second Semester.</i>	<i>Credit Hrs</i>
Latin, 1	4	Latin, 2	4
English, 3	3	English, 4	3
Science	4	Science	4
Greek or Mathematics, 1..	3	Greek or Mathematics, 2..	3
Evidences of Religion.....	1	Evidences of Religion.....	1

Sophomore

Latin, 3	4	Latin, 3	4
History or Greek.....	3	History, 2, or Greek.....	3
Modern Language	4	Modern Language	4
English, 5	3	English, 6	3
Evidences of Religion.....	1	Evidences of Religion.....	1

Junior

Logic	4	Modern Language	4
Psychology	3	Psychology	3
Modern Language	4	Evidences of Religion.....	1
Evidences of Religion.....	1		

Senior

Metaphysics	3	Ethics	3
Evidences of Religion.....	1	Evidences of Religion.....	1

*Students taking Greek may omit Mathematics in Freshman and postpone History of Sophomore to the Junior year.

BACHELOR OF SCIENCE

Freshman

<i>First Semester</i>	<i>Credit Hrs.</i>	<i>Second Semester</i>	<i>Credit Hrs.</i>
English, 3	4	English, 4	3
Mathematics, 1	3	Mathematics, 2 or 4	3
Modern Language	4	Modern Language	4
Science	4	Science	4
Evidences of Religion.....	1	Evidences of Religion.....	1

Sophomore

Modern Language	4	Modern Language	4
Science	4	Science	4
History, 1	3	History, 2	3
Evidences of Religion.....	1	Evidences of Religion.....	1

Junior

Logic	4	Psychology	3
Psychology	3	English, 6	3
English, 5	3	Evidences of Religion.....	1
Evidences of Religion.....	1		

Senior

Metaphysics	3	Ethics	3
Evidences of Religion.....	1	Evidences of Religion.....	1

Candidates for graduation must attend any course of lectures, or any other exercises that have been or may be authorized, and equipped by the Faculty, even though such courses receive no value in credits.

GROUP REQUIREMENTS

A candidate for a bachelor's degree must complete a major in at least one department, and a minor in each of two other departments,

(a) One of which is correlated to the major.

(b) The other, a free or unrestricted minor, to be chosen from another group.

The various subjects of instruction are divided into three groups as follows:

<i>Group I</i>	<i>Group II</i>	<i>Group III</i>
English	Economics	Astronomy
French	Education	Biology
German	Ethics	Chemistry
Greek	History	Geology
Latin	History of Philosophy	Mathematics
Public Speaking	Logic	Physics
	Metaphysics	
	Psychology	
	Sociology	

For the degree of Bachelor of Arts the Major study must be selected from Group I or Group II. For the degree of Bachelor of Science the Major study must be selected from Group III.

Courses in Philosophy from Group II amounting to 18 semester hours will be accepted as a Major in Philosophy.

MAJOR

Each student before the end of the sophomore year must elect courses from some one department, to be known as his major, which must comprise not less than eighteen semester hours.

A major may be changed only by the consent of the Dean and of the heads of the departments concerned, and such change will be permitted only upon the distinct understanding that all the courses prescribed in the major finally chosen shall be completed before graduation.

MINOR

A minor consists of not less than twelve hours in one department. The correlated minor must be chosen from the same group as the major; the unrestricted minor may be chosen from either of the remaining groups.

MAJORS

Biology
Chemistry
Education
English
French
German

CORRELATED MINORS

Chemistry, Geology
Geology, Mathematics, Physics
History, Philosophy, Psychology
French, German, Greek, History, Latin
German, Greek, Latin, Spanish
French, English, Greek, Latin

Greek	English, French, German, Latin
History	Economics, English, Philosophy, Political Science
Latin	English, French, German, Greek
Mathematics	Astronomy, Philosophy, Physics
Philosophy	Economics, History, Psychology
Physics	Astronomy, Chemistry, Mathematics

ELECTIVES

The remaining hours of work required for graduation may be taken in any of the other courses offered.

In the choice of electives, each student must be guided by his prospective future work. He must ascertain, moreover, that such courses are open to his class; that he has fulfilled the prerequisites, and that there will be no conflict in the schedule of recitations or laboratory periods.

First year courses in a foreign language will not be accepted for credit towards a degree unless followed by a second year course in the same language.

Elections for the second term must be filed by members of the upper classes with the Dean on or before January 15th, and for the first term on or before May 20th.

Departments and Courses

1. As a rule, odd numbers indicate first semester courses; even numbers second semester courses.

2. In all (a) beginning and (b) year courses both semesters must be completed for credit toward a degree.

3. The Faculty reserves the right to refuse to offer a course listed below for which there is not a sufficient number of applicants.

ASTRONOMY

1. **Descriptive Astronomy.** Fundamental astronomical facts and principles: astronomical co-ordinates: the celestial sphere. Astronomical instruments. The sun, moon and eclipses. The planets, comets, meteors. Constellations, clusters and nebulae. *Three hours credit.*

2. **Spherical and Practical Astronomy.** Introduction to celestial mechanics. The determination of time, latitude and longitude. Conic sections. Orbits of planets and satellites. *Three hours credit.*

BIOLOGY

1. **Introductory Zoology.** An introduction to the elements of general morphology and physiology. Studies are made of a graded series of invertebrate types illustrating the increase of complexity of form as correlated with division of function. More detailed examination is made of those groups which include many parasitic forms. Two lectures, one quiz, and four laboratory hours per week. First semester. *Four hours credit.*

2. **Comparative Anatomy of the Vertebrates.** An intensive study of type forms. The value of the structure studies as basal elements of vertebrate anatomy and the principles of homology in the various groups are elaborated in the lectures. Two lectures, one quiz, and four laboratory hours per week. Second semester. *Four hours credit.*

3. **Embryology (General).** Maturation, fertilization, cleavage in various typical forms. Gastrulation and embryo for-

mation in the Chordates, Acrania, Pisces, Amphibia, and Aves are studied and compared with some care. Two lectures, one quiz, and four laboratory hours per week. First semester. Pre-requisite, Zoology 1 and 2 or equivalent. *Four hours credit.*

4. Embryology (Organogeny). A continuation of Course 3. A study of the development of systems based on laboratory work on the chick and pig. Two lectures, one quiz, four laboratory hours per week. Second semester. Pre-requisite, Courses 1, 2, 3 or their equivalent. *Four hours credit.*

CHEMISTRY

1-2. General and Inorganic Chemistry. A course of experimental lectures and problems combined with laboratory work. The laboratory work of the second semester includes a brief course in qualitative analysis. 1a, 2a. Lectures 2 hours a week. Both semesters. Four hours credit. 1b, 2b. Laboratory 4 hours a week. Both semesters. *Eight hours credit.*

3. Qualitative Analysis. Six hours a week. One semester. Pre-requisite: Course 1-2. *Three hours credit.*

4. Quantitative Analysis. Lectures and laboratory work. Eight hours a week. One semester, Pre-requisite Course 1-2 and 3. *Four hours credit.*

5-6. A Combined Course in Inorganic Chemistry and Analytic Chemistry. Covers compendiously and necessarily with less thoroughness the essential matter of Courses 1-2, 3 and 4. For those who are not taking Chemistry as their major.

5a-6a. Lectures 2 hours a week. Both semesters. *Four hours credit.*

5b-6b. Laboratory 4 hours a week. Both semesters. *Four hours credit.*

The second semester of laboratory is devoted to analytical work, qualitative and quantitative.

7-8. Organic Chemistry. Pre-requisite, Courses 1-2 and 3 or Course 4.

7a.-8a. Lecture 2 hours a week. Two semesters. *Four hours credit.*

7b.-8b. Laboratory 4 hours a week. Two semesters. *Four hours credit.*

9-10. Physical Chemistry. 9a.-10a. Lectures 2 hours a week dealing with the general principles of the subject, with the properties of matter and its phase and energy relations. Two semesters. *Four hours credit.*

9b-10b. Laboratory 4 hours a week. Measurement of densities of gases and liquids, of boiling points and freezing points; practice with spectrometer, polarimeter, refractometer and various physico-chemical apparatus. Prerequisite: Physics, Course 1 and Chemistry Course 1. Two semesters. *Four hours credit.*

EDUCATION

1. History of Ancient and Mediaeval Education. The development of educational ideals, systems, institutions and methods of early times, through Jewish, Greek, Roman and early Christian civilization, down to the Renaissance *Two hours credit.*

2. History of Modern Education. The Renaissance and humanistic studies; effects of the Reformation; Catholic reaction; the Jesuits and higher education, a survey of systems, movements and tendencies in educational ideals and methods during the sixteenth, seventeenth, eighteenth and nineteenth centuries; recent and contemporary educational thought and tendencies in England, France and Germany, and especially in the United States. Lectures, readings and investigations of special problems.

Two hours credit.

3. History of Education. A brief survey of educational theory, institutions and practice during ancient and modern times with special emphasis on the more recent educational movements of Europe and America.

Three hours credit.

4. Philosophy of Education. The principles underlying all Christian education, and the relative values of different educational agencies and curricula when tested by these principles. Lectures, discussions, required reading and reports.

Three hours credit.

5-6. General Psychology. (Philosophy 3-4.) Beginning with an explanation of the cerebro-spinal nervous system, this course leads on to the study of the phenomena of sensuous and rational life, and then treats of the origin, nature and destiny of the human soul, and the union of soul and body. Must accompany or precede Course 7. Required of Juniors.

Three hours credit.

7. Educational Psychology. A study of established psychological processes and procedure; prevalent errors in psychology and their influence on recent and contemporary educational theory and practice; physical growth and mental development; the psychology of adolescence; instinct, heredity and individuality; attention, interest, appreciation, association, memory and habit, and their application to the problems of education and the class room. Courses 5-6 pre-requisite and essential. *Three hours credit.*

8. School Management. The meaning and aim of the educative process and the function of this aim in class-room organization and control; motivation of school work; routine procedure; gradings and promoting; the real function and character of the curriculum; assignments, study and recitations; the effective measurements of school processes and products; the influence of personality upon the professional effectiveness of the teacher; professional ethics. *Three hours credit.*

9. Principles of Secondary Education. The development of secondary education in America and in other countries; its relations to elementary and higher education; program of studies, criteria of subject values; history, purposes, organization and methods of the Junior high school; vocational and industrial education; organization and reconstruction of curricula with reference to the various needs of typical communities and present day life; textbooks and apparatus; the psychology of high school subjects. *Three hours credit.*

10. Observation of Expert Teaching. A systematic observation of classes taught in St. Ignatius and Loyola High Schools and a written report of such observations as outlined by the head of the department. *One hour credit.*

11. Practical Work in Teaching. During the second semester each student will prepare thirty recitations and teach them in St. Ignatius and Loyola High Schools under the supervision of a critic teacher. *Two hours credit.*

ENGLISH

1. Rhetoric and Composition. A course in the essentials of Rhetoric and in the various modes of composition. Required of Freshman students who are deficient in the theory or practice of correct English. *Five hours credit.*

2. Advanced Rhetoric. A systematic course based on textbooks, in the theory of rhetoric, the study of style, and the requisites of the various species of writing. A prerequisite to Course 10.

Three hours credit.

3. Poetry. The principles of versification, with particular attention to the fixed forms; the nature and elements of poetry, its various species, except the drama. Reading, analysis and appreciation of the chief poets, partly in class study, partly in assignments. Composition in the shorter forms.

Three hours credit.

4. The Short Story; the English Novel. (a) The Short Story. The theory and technique of the short story; its development and various kinds. Reading and appreciation of short stories, and composition in the form. (b) The Novel. The principal purpose of this course is to study the technique of the novel and the various schools of fiction and their tendencies, with special attention to their ethical and literary value. The historical development will be briefly surveyed.

Three hours credit.

5. Oratory. The theory of oratory; analysis and study of oratorical masterpieces; historical study of the great orators. The preparation of briefs, the composition and delivery of short addresses, speeches for occasion, debates, and at least one formal oration will be required.

Three hours credit.

6. Journalism. (a) Ethics of journalism; a brief survey of the history of journalism, its development, and a discussion of its present tendencies. (b) The technology of the pressroom, news gathering and reporting; preparation of copy; copy-reading, proof-reading, interviewing and editing. Field work will be required and co-operation with the College periodicals.

Three hours credit.

7. The Development of the Drama. The technique of the drama; its various forms. The theory of the drama will be studied, by means of lectures and assignments, in its history and development; examples of the different forms will be analyzed; composition in dialogue, dramatic sketches, playlets, scenarios, and at least one complete drama will be required.

Three hours credit.

8. Shakespeare. Shakespeare's life, influence, sources of his drama; an acquaintance by reading and assignments with the

Shakespearean literature of criticism; a study of the chief plays, especially in comparison with those of other dramatists.

Three hours credit.

9. The Modern Drama. This course will be confined to English and American drama, though some of the continental influences will be noted and analyzed. The more noteworthy plays of the chief dramatists from Goldsmith and Sheridan to the present will be read.

Three hours credit.

10. Aesthetics and Literary Criticism. The philosophical basis of aesthetics, the elements of taste; the theory of criticism; a survey of critical standards; a study of the schools of criticism and of the work of the chief literary critics. Critical papers of assigned subjects will be required.

Three hours credit.

11. The Essay. The nature of the essay; the artistic and didactic types, and their various forms; the characteristics of each. An historical survey of the essay with a brief study of the works of the chief essayists. Newman will receive special attention. Composition in the various forms of the essay will be required.

Three hours credit.

12-13. Early English Literature. A general survey of the origin and development of the periods to 1750; chief writers and characteristics. Reequred of Sophomores.

Two hours credit.

14-15. English Literature. An outline history of modern English literature, with required readings and assignments to cover subjects not provided for in other courses.

Two hours credit.

16. American Literature. An historical survey, with especial emphasis on the chief influences and writers.

One hour credit.

EVIDENCES OF RELIGION

1. Christian Revelation; The Church. Revelation in general; Christianity a revealed religion; Patriarchal and Mosaic Revelation; divine origin of the Christian Revelation. The Church; its institution and end; Constitution of the Church.

One hour credit.

2. The Church; God and Salvation. Marks and Teaching Office of the Church; Holy Scripture and Tradition; the rule of Faith. God the Author and Restorer of our salvation; God considered in Himself; One in Nature; His Existence, Nature, Attributes, Unity; The Trinity.

One hour credit.

3. Creation and Redemption. Creation; the spiritual world; the material world. Man and the Fall. God the Redeemer; the Person and Nature of the Redeemer; the work of Redemption. *One hour credit.*

4. Grace and the Sacraments. Actual, habitual and sanctifying grace; infused and acquired virtues; Pelagianism, Jansenism, Naturalism and other errors refuted. The Sacraments in general; Baptism; Confirmation; the Holy Eucharist as a Sacrament and as a Sacrifice. *One hour credit.*

5. The Sacraments; Morality and Virtue; Eschatology. The Sacraments of Penance, Extreme Unction, Holy Orders and Matrimony; Sacramentary errors refuted. The basis of morality; law, conscience and free will; moral good and moral evil. The Christian's duties toward God; natural and supernatural virtues; Faith, Hope and Charity; the Last Things. *One hour credit.*

6. Divine Worship; Christian Perfection. Internal and external worship due to God; direct and indirect acts of worship; veneration of the Saints. The Christian's duties toward self and neighbor; works of supererogation. *One hour credit.*

7. Sacred Scripture. Biblical Canonics and Hermeneutics. Facts, nature and extent of inspiration. The Bible and Science. Explanation of difficulties drawn from geology, astronomy, biology, paleontology and evolution. *One hour credit.*

8. Scripture Reading. Readings from the Old and New Testament; comparative study of Greek text, and Latin and English versions. *One hour credit.*

FRENCH

A. Elementary French. Fraser and Squair's French Grammar. Careful drill in pronunciation. The rudiments of grammar, including the inflection of the regular and more common irregular verbs; the order of words in the sentence; colloquial exercises; writing French from dictation; easy themes; conversation. First semester. *Four hours credit.*

B. Elementary French. (Continued.) Fraser and Squair's Grammar. Mastery of all the rare irregular verb forms; uses of the conditional and subjunctive; syntax. Reading of graduated texts, with constant practice in translating into French portions of the text read; dictation, conversation. Second semester. *Four hours credit.*

C. Intermediate French. Reading, conversation, prose composition, letter-writing, exercises in French syntax. Prerequisite: French A and B or equivalents. First semester.

Four hours credit.

D. Intermediate French. (Continued.) Grammar review, with special attention to problems in syntax. Detailed written abstracts of texts read. Letter-writing. Conversation. second semester.

Texts: Bruno, *Le Tour de la France*; Sarcey, *Le Siècle de Paris*; Renard, *Trois Contes de Noël*; Labiche and Martin, *Le Voyage de M. Perrichon*; Fortier, *Napoléon*; Chateaubriand, *Les Aventures du Dernier Abencerage*.

Four hours credit.

5. Modern French Prose. The study of novels or short stories by modern French prose writers: Ereckmann-Chatrian, Bazin, Corneille; Chateaubriand and others. Grammar and composition based on a French text.

Three hours credit.

6. French Poetry of the Nineteenth Century. Readings from Alfred de Vigny, Alfred de Musset, Lamartine and others, with an introduction to French versification. Selections committed to memory.

Three hours credit.

7. French Oratory. A study of the French orators and their works; Bossuet, Bourdaloue, Massillon, Fléchier; prose composition; private reading.

Three hours credit.

8. The French Drama. The reading of dramas chosen from such authors as Corneille, Molière, Racine, together with a study of their lives and works.

Three hours credit.

9. History of French Literature. A general survey of the history of French literature from its earliest beginnings to the close of the reign of Louis XIV; collateral reading.

Three hours credit.

10. History of French Literature. A general outline of the literature of the seventeenth, eighteenth and nineteenth centuries, dealing only with writers of first importance.

Three hours credit.

GEOLOGY

1. Dynamical and Structural Geology. Atmospheric, aqueous and igneous agencies and their work. Rivers. River and marine deposits. Glaciers. Earth movements. Volcanoes. Earth-

quakes. Classification of rocks. Metamorphism. Mineral deposits. Coal, oil and natural gas. Mountain formation and topography. *Three hours credit.*

2. Historical Geology. Evolutions of the earth. Fossils and their significance. Geological eras, periods, epochs and corresponding systems. The prevalent species of plants and animals of the successive geological ages. The advent of man.

Three hours credit.

GERMAN

A. Elementary German. This course is intended for students who have not presented German for admission. Grammar, pronunciation, colloquial exercises, easy themes, translation from prose selections. First semester. *Four hours credit.*

B. Elementary German. (Continued.) Weak and strong verbs; the use of the modal auxiliaries; the chief rules of syntax and word-order; selections in prose and verse; dictation based upon the readings; frequent short themes; conversation; memorizing of poems.

Readings: Baumbach, *Der Schwiegersohn*; Storm, *Immensee*; Arnold, *Fritz and Ferien*; Wildenbruch, *Das edle Blut*.

Four hours credit.

C. Intermediate German. Rapid review of grammar; dictation; prose composition. Open to students who have credit for German A and B, or who have presented elementary German for admission. First semester. *Four hours credit.*

D. Intermediate German. (Continued.) The more difficult points of syntax; special problems of grammar. Reading of selected texts. Dictation and themes based upon the reading. Memorizing of poems. Second semester.

Readings: Schiller, *Wilhelm Tell*; Goethe, *Herman und Dorothea* and *Iphigenie*; Uhland's Poems. *Four hours credit.*

5. German Prose Writers. The study of novels or short stories by German prose writers; Freytag, Hauff, Herbert, Stifter, Novalis, Brentano, Eichendorff. *Three hours credit.*

6. German Poetry. Readings from German ballads and lyrics. Selections committed to memory. Special attention is given to the study of rhythm and metre. *Three hours credit.*

7. The German Epic. *Dreizehnlinden*, Weber; *Der Trompeter von Säkkingen*, Scheffel; selections from other epic poems. *Three hours credit.*

8. The German Drama. Dramas of Goethe, Schiller and Lessing. Selections from Ansengruber, Hebel, Wildenbruch. *Three hours credit.*

9. History of German Literature. A general survey of the history of German literature from its earliest beginnings to the period of Frederick the Great; collateral reading. *Three hours credit.*

10. History of German Literature. A general outline of the literature of the eighteenth and nineteenth centuries, dealing mainly with the writers of the first importance. *Three hours credit.*

11. Scientific Reading. For students preparing for scientific courses which require a facility in the reading of scientific literature. Prerequisite: German A and B.

Text: Dippold's *Scientific German Reader*, current scientific literature; monographs. One semester. *Two hours credit.*

GREEK

A-B. Elementary Greek. A course intended for those who enter without Greek, Benner-Smyth, *Beginners' Greek Book*; Xenophon, *Anabasis*; prose composition based on Xenophon. Four hours. First and second semesters. *Eight hours credit.*

1. Homer; New Testament. Homer, selected portions of the *Iliad*; *New Testament*, selections; Homeric dialect, prosody; outline of Greek epic poetry. First semester. *Three hours credit.*

2. Plato. The *Apology* and *Crito*; the life and teaching of Socrates; contemporary Greek history. Second semester. *Three hours credit.*

3. Demosthenes; Lysias. Demosthenes, *Philippics*; Lysias, selections; history of the development of Greek oratory. First semester. *Three hours credit.*

4. Demosthenes; Sophocles. Demosthenes, *The Crown*; Sophocles, *Antigone*, with lectures on the Greek drama. Second semester. *Three hours credit.*

5. Greek Lyric Poets; Herodotus. Selections from the lyric poets; Herodotus, selections; Greek historians and historical sources. *Three hours credit.*

6. **Sophocles; Euripides.** Sophocles, *Oedipus Tyrannus* or *Oedipus Coloneus*; Euripides, *Medea*. *Three hours credit.*

7. **Thucydides; Aristophanes.** Thucydides, *The Sicilian Expedition*, selections, Books VI—VIII; Aristophanes, *Clouds* or *Birds*. *Three hours credit.*

8. **Aeschylus.** *Prometheus Bound*, or *Agamemnon*. *Three hours credit.*

9-10. **Prose Composition.** Practice in the writing of simple Greek. To be taken in connection with Course 1 and 2. Both semesters. *Three hours credit.*

11-12. **Prose Composition.** An advanced course; to accompany Courses 3 and 4. Both semesters. *Two hours credit.*

13. **History of Greek Literature.** A general course in Greek Literature. One semester. *Two hours credit.*

HISTORY

1. **Western Europe from the Renaissance to 1815.** Sophomore year. First semester. *Three hours credit.*

2. **Western Europe since 1815.** Sophomore year. Second semester. *Three hours credit.*

Courses 1 and 2 are prerequisite to all other history courses and, in view of their culture and informational value, are required of all undergraduates. Ordinarily taken in Sophomore or Junior year. Applicants must offer a full semester course in mediaeval history as outlined in any of the standard secondary school texts.

Methods of instruction is typically the informal lecture based on textbooks recommended by the Department and supplemented by oral recitations, quizzes, class-room discussions, collateral reading, written tests and occasional research tasks in the library. At least two papers designed to afford practice in original presentation of historical data are required in each course.

3. **American History to the Reconstruction Period.** This course, with the following, aims to bring into relief the outstanding influences that have shaped the history of the United States from the Colonial Period to our own, stressing for this purpose topics of import for the social, economic and political development of the nation. Junior or Senior year. First semester. *Three hours credit.*

4. American History since the Reconstruction Period.

Supplementary to Course 5, with similar aims and methods of instruction. Bears in its later phases on conditions and circumstances that led to America's participation in the Great War, with the resulting stimulus to a clearer national consciousness of the significance and value of American citizenship. Junior or Senior year. Second semester. *Three hours credit.*

5-6. Special Topics in European History.

Courses dealing intensively with certain outstanding events, movements and institutions of direct bearing on the history of the Church. Topics thus treated will be among others, the Origin and Early Influence of the Papacy, the Temporal Power of the Popes, the Holy Roman Empire, the Controversies over Investitures, Mediaeval Religious Life, the Mendican Friars, Mediaeval Universities, the Great Schism, the Collapse of Religious Units in the Sixteenth Century, the Catholic Reaction, Missionary Enterprise in the Spanish Colonies, etc. Research courses giving opportunity to the student to deal freely with source-material and to compare his findings with the treatment of the topics in the best secondary authorities. Senior year. Both semesters. *Six hours credit.*

7. Contemporary History. A course to apply the methods of historical evidence and research to current events. Senior year. One semester. *Two hours credit.*

8. Historical Method. The principles of historical evidence, the processes of historical research, scientific method in history, the rival claims of literature and science in historical composition, biography. Senior year. One semester.

Two hours credit.

LATIN

A-B. Elementary Latin. Daily practice in oral and written themes; essentials of syntax. First semester. Caesar *de bello Gallico*, four books; thorough study of syntax with frequent themes. Bennett's *New Latin Prose Composition*. Second semester.

C. Cicero; Sallust. Orations against Catiline I—III; selections from *de Senectute* and the *bellum Catilinae*. Themes from Bennett's *New Latin Prose Composition*.

Four hours credit.

D. Virgil; Cicero.

Tacitus, *Agricola* and *Germania*; tion with studies in Greek and Roman mythology; Cicero, *pro lege Manilia*. Themes as in Course C. *Four hours credit.*

The above courses, A, B, C and D are intended for students who enter with insufficient preparation in Latin, but will not be accepted in fulfillment of the required college Latin.

1. **Virgil; Horace.** Virgil, *Aeneid VII—XII*, and selections from Christian hymnology, prosody. First semester. *Four hours credit.*

2. **Livy.** Selections from Books XXI and XXII; a study of Livy's style; elements of change from the prose of the Ciceronian age. Second semester. *Four hours credit.*

3. **Horace; Cicero.** Horace, selected *Odes* and *Epodes*. Cicero, *Pro Milone*, with special references to its rhetorical and argumentative qualities. First semester. *Three hours credit.*

4. **Horace; Juvenal.** Horace, selected *Epistles* and *Satires*. Lectures on the chief characteristics of Roman Satire; Horace's philosophy of life. Juvenal, selected *Satires*. Second semester. *Three hours credit.*

5. **Tacitus; Cicero.** Tacitus, *Agricola* and *Germania*; the Latinity of the first and second centuries after Christ; Cicero, *Quaestiones Tusculanae*, with lectures on his position as a philosopher. *Three hours credit.*

6. **Plautus; Terence.** Selected plays. One semester. *Three hours credit.*

7. **Pliny; Seneca.** The letters of Pliny the Younger, with a study of literary and social conditions at the end of the first century after Christ. Seneca, selected letters. One semester. *Three hours credit.*

8. **Roman Political Institutions.** One semester. *Two hours credit.*

9. **Latin Composition.** Principles of Latin idiom and style. Kleist's *Aids to Latin Composition*. Required of students taking Courses 1 and 2. First semester. *One hour credit.*

10. **Latin Composition.** A continuation of Course 9. Second semester. *One hour credit.*

11. **Latin Writing.** Advanced course. Translation of selected passages from English classic authors. Kleist's *Practical*

Course in Latin Composition. Intended to accompany Courses 3 and 4. First semester. *One hour credit.*

12. **Latin Writing.** A continuation of Course 11. Second semester. *One hour credit.*

13. **Ecclesiastical Latin** Hymns and homilies, selected from the Breviary and other sources. One semester. *Two hours credit.*

14. **History of Roman Literature.** A general course in Roman Literature. One semester. *Two hours credit.*

MATHEMATICS

A. Advanced Algebra. A course for those who present but one unit of Algebra for entrance to college. The work starts with a review of Elementary Algebra, and then takes up such subjects as are usually given in a third-semester high-school course of Algebra. Can only be counted as an elective. *Two hours credit.*

B. Solid Geometry. A course for those who have not had solid geometry in high school. Cannot be counted in fulfillment of the requirements in Mathematics. *Two hours credit.*

1. **College Algebra.** After a brief review of the foundations, the following topics are treated: variables and limits, binominal theorem, series, logarithms, determinants, and theory of equations. For Freshmen. Prerequisite: Entrance Algebra, one and one-half units; and Plane Geometry. *Three hours credit.*

2. **Plane Trigonometry.** The six elementary functions for acute angles; geometry; solution of right and oblique triangles; graphs of the functions and solution of simple trigonometric equations. For Freshmen. *Three hours credit.*

3. **Spherical Trigonometry.** The right spherical triangle, Napier's rules, formulas and methods for the solution of the general triangle. Open to students who have had Mathematics 2. *Two hours credit.*

4. **Surveying.** The theory, use and adjustment of instruments; methods of computation and arrangement of data; practical field work and topographic map-making. *Three hours credit.*

8. **Plane Analytic Geometry.** Loci and their equations.

The straight line; the circle; the parabola, ellipse, and hyperbola; transformation of co-ordinates; polar co-ordinates. Open to Sophomores and Juniors. *Three hours credit.*

6. Solid Analytic Geometry. An introductory treatment of the point, plane, straight line, and surfaces of revolution. Open to Sophomores and Juniors. *Three hours credit.*

7. Differential Calculus. Fundamental notions of variables; functions, limits, derivative and differentials; differentiation of the ordinary algebraic, exponential and trigonometric functions with geometric applications to maxims and minims, inflexions, and envelopes; Taylor's formula. *Three hours credit.*

8. Integral Calculus. The nature of integration; elementary processes and integrals; geometric applications to area, length, volume and surface; multiple integrals; use of infinite series in integration. *Three hours credit.*

PHILOSOPHY

1. Formal Logic. This will comprise the customary treatment of formal logic with added emphasis on inductive reasoning and the informal reasoning of everyday life and of literature. Required of Juniors. One semester. *Three hours credit.*

2. Introduction to Philosophy. This will comprise the customary treatment of formal logic with added emphasis on inductive reasoning and the informal reasoning of everyday life and of literature. Required of Juniors. One semester.

Three hours credit.

3. Psychology. Beginning with an explanation of the cerebrospinal nervous system, this course leads on to the study of the phenomena of sensuous life; sense perception, imagination and memory, sensuous appetite, movement and feeling. Required of Juniors. First semester. *Three hours credit.*

4. Psychology. A continuation of Course 3, embracing the study of the phenomena of rational life; the origin and development of intellectual concepts, rational appetency, free-will and determinism. The latter part of the semester is given to rational psychology: the origin nature and destiny of the human soul, the union of the soul and body. Required of Juniors. Second semester. *Three hours credit.*

5. Metaphysics. In this course are treated the subjects usually included under Ontology and Cosmology: the notions of being, act and potency and accident, relation and cause; the origin of the material universe; the constitution of inorganic bodies, organic life, the laws of physical nature, miracles. Required of Seniors. First semester. *Three hours credit.*

6. Metaphysics. The first part of this course is devoted to Natural Theology, including: the idea of God, the proofs for the existence of God, the attributes of God, and free-will, the divine action in the universe, providence.

The second part of the course is taken up with questions of epistemology: truth and error, the nature and fact of certitude, the value of human testimony, the criterion of truth. Required of Seniors. Second semester. *Three hours credit.*

7. Ethics. In this course are treated the subjects belonging to general theory; the nature of the moral act, the distinction between moral good and moral evil, moral habits, natural and positive moral law, conscience, rights and duties. Required of Seniors. First semester. *Three hours credit.*

8. Ethics. The application of the general principles of ethics to particular, individual and social rights and obligations: the right to property, life, honor; the rights and obligations of domestic society, marriage and divorce; civil society, its nature and forms; the rights of civil authority; church and state; the ethics of international relations, peace and war. Second semester. *Three hours credit.*

9. General Economics. Production. Increasing and diminishing returns. The Advantages and Drawbacks of Industrial Organization. Locality and Dimensions of Industry. Consumption. Markets and Prices. Differential Gains. International Trade. *Three hours credit.*

10. General Economics. Money and Coinage. Credit and Banking. Foreign Exchange. Profits: interest and wages. Mistaken Theories on Riches. Trade Unions. Employers' Liability. Taxation. This course gives a general view of the whole field of Economics. *Three hours credit.*

11. History of Ancient Greek Philosophy. In ancient Greek philosophy attention is directed primarily to the teachings of Socrates, Plato and Aristotle and to the systems of Stoicism and

Epicureanism. Plotinus is taken as representative of the Alexandrian movement; and St. Augustine is studied as the most conspicuous example of the early Christian philosopher. This course is carried on by means of lectures and recitations and the reading of representative selections. Turner's *History of Philosophy* is used as the basis of lectures and recitations. First semester.

Three hours credit.

12. History of Mediaeval and Modern Philosophy. In the study of mediaeval philosophy attention is centered on the origin and development of Scholastic philosophy and on the system of St. Thomas as the most complete synthesis of mediaeval thought. In the division of modern philosophy, Descartes, Locke, Hume, Kant, Hegel and Spencer are taken for special study. Among present day tendencies, the revival of Scholasticism and the trend towards realism are noticed. De Wulf's *Mediaeval Philosophy* is made the basis of the treatment of Scholastic Philosophy and Turner's *History of Philosophy* is used as the text for modern systems. Lectures, recitations, readings and discussions.

Two hours credit.

PHYSICAL EDUCATION

1. Physical Training. Indoor elementary gymnastics; outdoor athletics and games. Two hours a week.

A medical and physical examination is given to every student engaged in gymnasium work. No student may register in any branch of athletics without a medical examination.

2. Physical Training. Instruction in heavy apparatus, track and field athletics. Two hours a week.

PHYSICS

1-2. General Physics. Mechanics, Sound, Light, Heat, Magnetism and Electricity. Prerequisite: Plane Trigonometry.

1a-2a. Lectures, experimental demonstrations and recitations, two hours per week. Both semesters. *Four hours credit.*

1b-2b. Laboratory, four hours per week. Both semesters.

Four hours credit.

3-4. Advanced Physics. A more mathematical treatment of Mechanics, Molecular Physics, Light and Heat. Must be preceded or accompanied by a course in Calculus.

Prerequisite Course 1-2. Lectures four hours per week. Both semesters. *Eight hours credit.*

5-6. Electricity and Magnetism; Radioactivity; the Electron Theory. Must be preceded or accompanied by Calculus. Prerequisite: Course 1-2. Lectures, four hours per week. Both semesters. *Eight hours credit.*

7-8. Experimental Physics. Advanced laboratory work in Mechanics, Molecular Physics, Light and Heat. A few lectures are given on the theory of physical measurements and measuring instruments with special attention to the computation of results. Recommended to be taken in concurrence with Course 3-4. Six hours per week. Two semesters. Prerequisite, Course 1-2. *Six hours credit.*

9-10. Experimental Physics. Advanced laboratory work in Electricity and Magnetism. Accurate measurement of current, resistance, electromotive force, capacity; magnetic properties of iron and steel; use of electrometer and potentiometer; a practical study of the properties of direct and alternating currents and of the principles underlying the construction of dynamo-electric machinery. Six hours per week. Both semesters. Prerequisite: Course 5-6. *Six hours credit.*

11. Electric Oscillations and Electromagnetic Waves; Radio Communication. Lectures two hours per week. One semester. Prerequisite: Course 1-2 and a Course in Calculus. *Two hours credit.*

PUBLIC SPEAKING

1. Principles of Vocal Expression. Practical training in the fundamentals of effective speaking. Instruction on the management of the breath; methods of acquiring clear articulation; correct and refined pronunciation; direct, conversational and natural speaking; inflection; qualities of voice and their use; purity, range and flexibility of tone. Individual criticism and conference with the instructor. *One hour credit.*

2. Gesture and Technique of Action. The study of poise; posture, movement and gesture; spontaneity of expression; correction of mannerisms; power and pathos; ease, grace and effectiveness of delivery. Class exercises, criticism and conferences. *One hour credit.*

3. Argumentation and Debating. A practical training for those students who have taken or are taking the course in ora-

tory prescribed under English 5. Thought development; division and arrangement; argumentative, persuasive and demonstrative speeches; a finished argument and the fallacies of argument; the essentials of parliamentary law and practice; manner of conducting deliberative assemblies. Class exercises. Individual criticisms and conferences. *One hour credit.*

4. The Occasional Public Address. Informal public addresses; the presentation of business propositions before small or large audiences; impromptu and extempore speaking; after-dinner talks. Speeches for various occasions. Class exercises, individual criticisms and conferences. *One hour credit.*

5-6. Practical Oratory and Debating. This course covers three years and is open to all the students of the college. Its aim is to afford special training in public speaking. To this end strict parliamentary practice is followed throughout. The literary and oratorical exercises include declamations and elocutionary reading; criticism and discussion of interpretation and delivery; the composition and reading of short stories, poems and essays; orations illustrative of rhetorical principles; extemporaneous speaking; the knowledge and application of parliamentary law; debates.

Two hours credit.

SPANISH

A-B. Elementary Spanish. Grammar: De Vitis. Parts of speech; regular conjugations; study of the Indicative Mood, difference of tense meanings; Imperative; use of the simpler idioms. Pronunciation, composition and conversation. Pittaro's *Spanish Reader*. Credit not given unless the full course is completed. *Four hours credit.*

C-D. Intermediate Spanish. Advanced grammar; idiomatic uses of the prepositions; irregular verbs, verbs requiring a preposition. Composition and conversation. Reading: Alarcon, *El Capitan Veneno*; Colona, *Lecturas Recreativas*.

Three hours credit.

5-6. Composition and Conversation. Open to students who have completed Course A-B or who have presented two units of Spanish for admission. Cool; *Spanish Composition and Conversation*; Valers, *El Pájara verde*; Alarcon, *ovelas Cortas*. Two hours, both semesters. *Four hours credit.*

7. Commercial Spanish. Must be preceded by or taken concurrently with Spanish C-D. Practice in colloquial Spanish, commercial forms, letter-writing and advertisements. Luria, *Correspondencia Commercial*; current journals and other literature. *Three hours credit.*

8. Modern Prose. Luis Coloma, *Jeromín, Boy, La Reina Martín*; José María Pereda, *Peñas arriba, Cuentos y novelas*; Saj, *Europa salvaje*; Fernán Caballero, *La Gaviota, Clemencia*; Valvueda, *Estudios críticos*. *Three hours credit.*

Register of Students from 1919 to 1920

Acker, Aloysius J.....	Sophomore
Andel, Joseph M.....	Sophomore
Aylward, Joseph L.....	Sophomore
Benisek, William J.....	Freshman
Birbeck, Stanley J.....	Freshman
Bitzan, Francis J.....	Freshman
Boeff, Anthony P.....	Sophomore
Bricks, Ambrose G.....	Sophomore
Buck, John D.....	Sophomore
Budjinsky, Francis X.....	Freshman
Campbell, James E.....	Sophomore
Carroll, Louis G.....	Junior
Casey, Vincent D.....	Freshman
Cavanagh, Gerald F.....	Freshman
Cavanagh, Ignatius.....	Senior
Cavanagh, Paul W.....	Freshman
Chesney, Eugene J.....	Sophomore
Condon, Raymond R.....	Freshman
Corrigan, James J.....	Sophomore
Crawley, Edward J.....	Freshman
Dietz, Francis T.....	Freshman
Dorsey, Walter A.....	Junior
Dowling, Joseph P.....	Sophomore
Dunn, William P.....	Sophomore
Durica, George A.....	Freshman
Fallon, Francis G.....	Freshman
Fedor, Joseph T.....	Sophomore
Feighan, Joseph.....	Freshman
Fergus, William T.....	Freshman
Gallagher, John F.....	Sophomore
Gallagher, Joseph.....	Freshman
Gallagher, Stewart C.....	Junior
Gerity, Leonard T.....	Sophomore
Gill, Joseph F.....	Freshman
Gilmore, Patrick F.....	Sophomore
Grdina, Anthony J.....	Freshman
Gressle, George A.....	Sophomore

Handrick, Martin F.....	Freshman
Hanna, Harry A.....	Sophomore
Hanulya, Joseph E.....	Freshman
Hefferman, Vincent M.....	Junior
Hitch, Frederick.....	Freshman
Hitz, Joseph L.....	Sophomore
Horne, Edmund J.....	Freshman
Jablonski, Bernard S.....	Sophomore
James, Harold T.....	Sophomore
Jordan, James J.....	Sophomore
Joyce, William J.....	Freshman
Kelly, Eugene A.....	Freshman
Kiewel, Walter J.....	Senior
Kiley, J. Thomas.....	Junior
Kilway, David A.....	Freshman
Knittle, Francis W.....	Freshman
Koch, George K.....	Freshman
Koubeck, Cletus J.	Sophomore
Kovacs, Andrew.....	Freshman
*Kren, Francis J.....	Freshman
Krivanek, Francis J.....	Freshman
Kropfli, Harry.....	Freshman
Krummert, Joseph G.....	Freshman
Kuederle, Leonard A.....	Junior
Lembach, Joseph A.....	Sophomore
Maher, James E.....	Freshman
Mahony, Leo B.....	Sophomore
Mahony, Sylvester J.....	Junior
Malone, Ambrose M.....	Freshman
Marquard, Cyril J.....	Sophomore
Maruna, James J.....	Sophomore
Matousek, Raymond R.....	Sophomore
Maund, William W.....	Freshman
McCann, Charles J.....	Freshman
McFadden, Edward J.	Freshman
McGinness, James S.....	Freshman
McLaughlin, John A.....	Freshman
Mey, Ernest A.....	Sophomore
Mezera, Francis J.....	Sophomore

*Died Feb. 18, 1920.

Moir, Paul A.....	Sophomore
Mulcrone, John F.....	Sophomore
Mulholland, Kenneth W.....	Freshman
Mullee, Eugene L.....	Freshman
Murphy, George L.	Freshman
Noonan, Raymond C. J.....	Freshman
O'Brien, Philip J.....	Sophomore
O'Donnell, Cornelius O.....	Sophomore
O'Reilly, Patrick J.....	Freshman
Patterson, Charles J.....	Sophomore
Patton, Anthony J.....	Sophomore
Placek, Albert J.....	Sophomore
Rice, John, Jr.....	Sophomore
Rieger, John V.....	Sophomore
Ryan, Edward C.....	Freshman
Samerdyk, Bronislaus D.....	Freshman
Scanlan, Charles P.....	Freshman
Schaefer, Albert F.....	Freshman
Schwarzwelder, George L.....	Freshman
Shea, George E.....	Freshman
Skala, Louis J.....	Freshman
Smith, Ernest J.....	Freshman
Smith, James E.....	Freshman
Smith, James H.....	Sophomore
Smith, Leonard A.....	Junior
Smith, Robert J.....	Junior
Stasney, Raymond J.....	Junior
Steyer, Clement E.....	Senior
Tivenan, John J.....	Sophomore
Tooman, John A.	Sophomore
Turk, Carl A.....	Freshman
Urda, John J.....	Sophomore
Wagner, George W.....	Freshman
Walsh, John V.....	Freshman
Walsh, Richard P.....	Freshman
Walter, Arthur J.	Sophomore
Wesnitzer, Alphonsus A.....	Freshman
Westropp, Russell H.....	Junior
Wikisal, Daniel J.....	Freshman
Zwilling, Francis G.....	Freshman

Degrees Conferred

The following students received the Degree of Bachelor of Arts on June 23, 1919.

Carney, Edward T.
Corrigan, Joseph B.
Cozzens, James P.
Downie, James H.
Gallagher, Daniel I.
Hanley, Jerome O.
Hill, Albert A.

Kocour, James L.
McCarthy, Eugene R.
McDonnell, Edward A.
Murphy, Paul E.
Surtz, Francis M.
Traverse, J. Harold
Wahl, William J.

Walters, Theodore W.

Honors in Scholarship

CLASS OF 1921

FIRST HONORS

Vincent M. Heffernan

SECOND HONORS

Walter A. Dorsey

Edmund A. Kirby

William J. Fitzgerald

Robert J. Smith

CLASS OF 1922

FIRST HONORS

Raymond R. Matousek

Francis J. Mezera

Arthur J. Walter

SECOND HONORS

Eugene J. Chesney

Anthony J. Patton

Harry A. Hanna

John J. Tivenan

Cyril J. Marquard

Award of Prizes

SENIOR CLASS HONORS

J. Harold Traverse

Next in Merit: Eugene R. McCarthy

SOPHOMORE CLASS HONORS

Walter B. Martin

FRESHMAN CLASS HONORS

Cletus J. Koubek

INTERCOLLEGIATE ENGLISH PRIZE

A purse of \$100 (\$50 for the first prize, \$20 for the second, \$15 for the third, \$10 for the fourth, and \$5 for the fifth) is offered yearly by Mr. D. F. Bremner, of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit Colleges of the Missouri Province, which are: St. Louis University, St. Louis, Mo.; St. Xavier College, Cincinnati, Ohio; St. Ignatius College, Chicago, Ill.; St. Mary's College, St. Marys, Kan.; Creighton University, Omaha, Neb.; University of Detroit, Detroit, Mich.; Marquette University, Milwaukee, Wis.; Campion College, Prairie du Chien, Wis.; St. Ignatius College, Cleveland, Ohio; St. John's University, Toledo, Ohio; Rockhurst College, Kansas City, Mo.; St. John's College, Belize, British Honduras; Sacred Heart College, Denver, Colo.

In the INTERCOLLEGIATE LATIN CONTEST in which the same Institution competed

In the Intercollegiate Contest in which the same Institutions competed

Raymond R. Matousek merited eighth place

Cletus J. Koubek merited ninth place

IN THE COLLEGE POETRY CONTEST

Paul E. Murphy merited first place

IN THE COLLEGE SHORT-STORY CONTEST

Cletus J. Koubek merited first place

Announcements

For 1920

Matriculation—As the Registrar must have an approved list of Entrance credits before Registration, students should obtain blanks for this purpose from the Registrar as soon as possible. These must be filled out by the principal of the last school attended, and should be filed with the Dean not later than August 15th. Office hours 9 to 12 A. M.

Entrance Examinations—September 10-11.

Registration—September 13-14.

Conditioned Examinations—

September 14: Languages and Evidences of Religion.

September 15: Sciences, Mathematics and History.

Sessions Begin—September 16.

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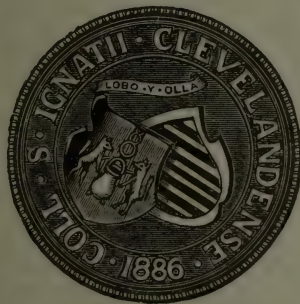
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ST. IGNATIUS COLLEGE

CLEVELAND, OHIO



CATALOGUE
1920-1921

WITH ANNOUNCEMENTS FOR 1921-1922

St. Ignatius College

Cleveland, Ohio

West 30th and Carroll Avenue

Catalogue

1920-1921

The College Incorporated 1890

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Calendar

1921

February 1,	Tuesday, Second Semester Begins .
February 22,	Tuesday, Washington's Birthday.
February 24,	Thursday, Preliminary Elocution Contest.
March 14,	Monday, Elocution Contest.
March 16,	Wednesday, Intercollegiate English Contest.
March 21,	Monday (Morning), Annual Retreat Begins.
March 24,	Thursday (Morning), Annual Retreat Closes. Easter Recess begins.
March 30,	Wednesday (Morning), Classes resumed.
April 4,	Monday, Intercollegiate Latin Contest.
April 15,	Friday, Theses for Graduation submitted.
April 20,	Wednesday, College Play.
May 5,	Thursday, Feast of the Ascension.
May 30,	Monday, Memorial Day.
May 31,	Tuesday, Solemn Closing of the Sodality.
June 6,	Monday, Examinations begin.
June 14,	Tuesday, College Day.
June 21,	Tuesday, Commencement Exercises.
September 9-12,	Friday-Monday, Entrance Examinations.
September 13-14,	Tuesday-Wednesday, Registration Days.
September 15-16,	Thursday-Friday, Conditioned Examinations.
September 19,	Monday, Lectures and Recitations begin.
September 23,	Friday, Solemn Mass of the Holy Ghost.
September 27,	Tuesday, Sodality organizes.
October 3,	Monday, Literary Societies organize.
November 16,	Wednesday, Preliminary Contest in Oratory announced.
November 23,	Wednesday (Evening), Thanksgiving Recess begins.
November 28,	Monday (Morning), Classes resumed.
December 8,	Thursday, Feast of the Immaculate Conception.
December 16,	Friday, Oratorical Preliminaries.
December 21,	Wednesday, President's day.
December 22,	Thursday (Morning), Christmas Recess begins.

1922

January 3,	Tuesday, Classes resumed.
January 18,	Wednesday, Oratorical Contest.
January 23,	Monday, Mid-Year Examinations begin.
February 1,	Wednesday, Second Semester begins.

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Dean of the Faculty

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Professor of Biology

Director of the Meteorological Observatory

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Director of Music

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Director of Students' Activities

MR. GEORGE C. RING, S. J.
Director of Students' Library

MR. GEORGE J. CONN
Director of Athletics

MR. WILLIAM J. DEMPSEY
Assistant Director of Athletics

General Information

1. Historical Sketch

St. Ignatius College owes its origin to the Rt. Rev. Richard Gilmour, the second bishop of the Cleveland diocese. As a great champion of higher learning, he earnestly desired the erection of a College for the education of the Catholic youth of the city, and expressing this desire to the Jesuit Fathers, he invited them in 1880 to undertake this new educational venture. The Rev. J. B. Neustich, S. J., was appointed to be the founder and first acting president of the new institution. Having purchased a site on West 30th street and Carroll avenue, he at once began the construction of a temporary, but substantial frame building, and within a year had all in readiness. On September 6, 1886, numerous eager College students registered at the opening of the first College session. That the temporary structure would soon prove inadequate was foreseen, and in the meanwhile plans had been made for a stately five-story brick edifice at the cost of \$150,000. When its northeastern wing was completed and thrown open to the public in September, 1888, the number of students had more than doubled.

St. Ignatius College throughout its whole career has been guided by a succession of men who united in a rare degree great intellectual gifts and scholarly attainments with a breadth of view and worldly wisdom which spell success. In 1888 Rev. Henry Knappmeyer, S. J., became President, and during his regime a steady progress was marked and so great was the growth in numbers that the need of increased facilities for handling every department of College activities led him to erect the second or western wing of the present building. During his incumbency the College was incorporated by the Secretary of State with the power to confer such academic degrees and honors as are conferred by colleges and universities of the United States. His successor was the Rev. Joseph LaHalle, S. J. As an eminent schoolman he gave special attention to the strict grading of the classes and to the standardization of studies and also established the Meteorological Department. The next President was chosen from among the members of the Faculty of the College. He was the Rev. G. F. Schulte, S. J. During his term of office the Commercial courses were discontinued. Thereafter only students for the Classical course were admitted to the College. In 1902, Rev. John I. Zahm, S. J., took up the government of the College. His most

important achievement was the total separation of High School and College and the rounding out of the College course by the addition of the Department of Philosophy. He was succeeded in office by Rev. George Pickel, S. J., who brought the Scientific Department of the College up to a high standard of excellence, which it has maintained up to the present. Furthermore, to remedy the overcrowded conditions he opened Loyola High School on Cedar avenue and East 106th street. At the close of his term, he was followed by the Rev. John B. Furay, S. J. The new President not only continued the policy of his predecessors but enlarged it. He bent every effort to preserve the high literary standard of the College. He believed, moreover, that some concessions to the spirit of the times should be made by giving the students greater opportunities and better facilities for athletics in the College, under the direct supervision of the Faculty. In pursuance of this idea he supervised the erection of a spacious and fully equipped gymnasium. The Musical Department of the College now occupies a commodious apartment in a wing adjoining this building. He arranged, moreover, courses of public lectures by the members of the Faculty, and encouraged the organization of scientific societies among the students.

In August, 1915, Rev. William B. Sommerhauser, S. J., was made the head of St. Ignatius College. Under his management various college activities were given a new impulse. Glee clubs, an orchestra, dramatic and scientific societies were formed and encouraged. The College course now consisting of four years reached that degree of efficiency necessary to meet the requirements of time and standards of instruction demanded by high-grade scientific and literary institutions of the day.

"Lumina," the magazine of the College, was established to promote a taste for journalism and literary excellence among the students. The College also opened its lecture halls to the United States Naval Auxiliary Reserves for several months in 1917.

A unit of the Students' Army Training Corps was established at the College on October 1, 1918, by the order of the War Department. Buildings on the Campus were remodeled and fitted to serve as barracks for the student-soldiers. Several new professors were added to the Faculty of the College to meet the requirements of the Educational section of the Army Corps. The Unit continued at the College until December 16, 1918, when it was disbanded on account of the signing of the armistice and the immediate prospect of peace which this action made possible. The students returned to their homes with but one regret, that they had not been given an opportunity of

striking a blow in the cause of freedom on the battle scarred fields of France.

Since the second of July, 1919, the Reverend Thomas J. Smith, S. J., former Vice-President of the College, has been President of St. Ignatius College. During his administration the College has continued to exact of its students a high grade of scholarship. Besides, in the formation of the College Union, the students have been taught the self-reliance and executive qualities needed for the proper handling of the literary, social and athletic activities of the College. The Literary Societies have been thoroughly reorganized and a newspaper with a literary supplement called "The Ignatian" has been established to give the students practice in journalistic and literary composition. The past two years have witnessed the largest enrollment in the history of the College.

2. Accrediting Associations

St. Ignatius College is a member of the Ohio College Association and the Catholic Educational Association.

3. The System of Education

The system of education followed in St. Ignatius College is the same as that of all other colleges of the Society of Jesus. It is based upon and guided by the principles set forth in the far-famed Ratio Studiorum. This Ratio, a body of rules and suggestions, framed by the most prominent Jesuit educators, is the product of experience and the best results attained in the greatest universities of Europe at the most flourishing period of their existence. It has been attended up to the present day with unfailing success.

The system, psychological in its methods, is based upon the nature of man's mental process of development. While securing the stability most essential to educational thoroughness, it makes in its elasticity due allowance for the varying circumstances of time, place and condition. Retaining all that is admittedly valuable in the older experienced schools of learning, it accepts and utilizes the best results of modern progress. In fact, many of the recent popular methods of teaching are nothing more than revivals of devices recommended long ago in the Ratio Studiorum.

The Jesuit system of education aims at the full and harmonious development of all those faculties that are distinctive of man. Its main purpose is not mere instruction or communication of knowledge; since the acquisition of knowledge, though necessarily accompanying any correct system of education, is

only a secondary result; for learning is but an instrument of education, whose main purpose is culture and mental and moral development.

This purpose of education in view, it is evident that such studies in sciences and languages should be chosen as will most effectively secure the end proposed. It is vain to compel a student of immature faculties to study within the very limited period of his college course a multiplicity of the languages and sciences into which the vast world of modern knowledge has been scientifically divided. Hence, if, for instance, two or more sciences impart similar training to some mental faculty, the one which combines the most effective training with the largest knowledge is given preference.

The purpose of the college course is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While affording mental stability it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of specialization on the part of students who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and to the scientific unfolding of knowledge. They are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

That different studies have distinct and peculiar educational values is a fundamental principle in the Jesuit system of education. Mathematics, the Natural Sciences, Languages and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one man can not be supplied by another. The best modern educators are beginning to realize more and more that prescribed courses which embrace well-chosen and co-ordinated studies, afford a more efficient means of mental cultivation and development. One or more of such systematic courses, as the Classical and the Scientific, may be offered in consideration of the future career of the student. While recognizing the importance of Mathematics and the Natural Sciences, the Jesuit system of education has always kept Language and History in a position of honor as leading factors in mental culture. Mathematics, it is true, and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the deductive and inductive powers of reasoning; but Language and History affect a higher union,

for they are manifestations of spirit to spirit, and by their study the whole mind of man into the widest and subtlest play. Since the acquisition of language especially calls for delicacy of judgment and fineness of perception, and for a constant and quick use of the reasoning powers, special importance is given to the classic tongues of Greece and Rome. These languages having a structure and an idiom remote from the language of the student, their study lays bare before him the laws of thought and logic, and requires attention, reflection, and analysis of the fundamental relations between thought and grammar. Hence, language holds a permanent position of honor as an instrument of culture.

Greater stress, however, is laid on mental and moral philosophy, not only for the influence such study has in mental development, but also for its power in steadying the judgment of the student in his outlook on the world and on life. Rational philosophy, as a means of developing young manhood, is admittedly an instrument of strength and effectiveness. But to obtain these results, philosophy must be such in reality as well as in name. It must not consist in vague gropings after light, in detailing the vagaries of the human mind without venturing to condemn them, in reviewing contradictory systems without any expression of opinion as to the fatal defects which caused them to be discarded. Philosophy, according to the Jesuit system of education, does more than this. It formulates a logical, unified, complete system of mind-culture in harmony with well-known laws of human thought, and in the defense of definite propositions expressive of truth, it rises to the dignity of science. With such a definite system to defend against every attack, the mind becomes more acute and plastic, the logical powers are strengthened, the value of proof is properly estimated, the vulnerable points of error are readily detected and truth comes forth triumphant from every conflict of mind with mind.

The Jesuit system of education does not share the illusion of those who imagine that education while enriching and stimulating the intellectual faculties, also exercises a moral influence on human life. Experience proves that knowledge and intellectual development have of themselves no moral efficacy. This fact established, the Jesuit system aims at developing, side by side, the moral and intellectual faculties of the student and at sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge without a guiding and controlling force, the principal faculties to be developed are the moral faculties; for morality is the underlying basis, the vital force supporting and animating the whole organic structure of education, and in

consequence it must be taught continuously. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illumining what is noble and exposing what is base, and thus giving to the true and false their relative light and shade. In brief, the purpose of Jesuit teaching is to lay a solid substructure of science, professional and special, and to build up the moral life, civil and religious.

4. Buildings and Grounds

The College Department occupies the three upper floors of the main building. The class rooms and lecture halls are well ventilated and flooded with light. The desks are so arranged that the illumination is always from the left.

The gymnasium occupies a separate building and affords a playing floor, one hundred by sixty feet. The ceiling is reinforced by steel girders, and the entire floor is free of pillars. Overhead lighting makes the gymnasium bright at all times. Locker rooms and shower baths adjoin the gymnasium. Recreation rooms with different forms of amusement afford indoor diversion for those that desire it. The athletic grounds give opportunities for indoor baseball and handball and tennis.

5. Science Equipment

The large lecture hall for Chemistry comfortably seats seventy students, and has every convenience for the demonstration of ordinary atomic and molecular properties. The laboratory offers splendid opportunities for work of a qualitative and quantitative nature in all the departments of general, analytic, organic and industrial chemistry.

The apparatus for the demonstration and laboratory work in Physics is exceptionally complete, containing the best instruments of American and European manufacturers. About five hundred lantern slides covering several of the more important topics in Physics, have been added during the past year, as well as a large amount of apparatus. For advanced work the instruments are of the greatest accuracy, and afford a wide range of application.

The Biological laboratory is arranged so as to give the best possible light for each student while avoiding direct sunlight. The collection of over a thousand slides is chosen so as to cover the more important points in the field of Biology.

The Meteorological Observatory was founded in 1873, and contains all the standard instruments used by the Government Weather Bureau. The class in Meteorology has opportunity to get acquainted with all of the instruments. Government

publications and the latest books and the subject may be procured from the Scientific Library.

The Seismological Observatory has three large instruments. The largest of these contains a 2400 pound vertical pendulum. The location of the seismographs is extremely favorable for the observation of earthquakes, and the archives contain practically every tremor in the last twenty years.

6. Needs of the College

While the class-room accommodations, the laboratories and the gymnasium have been sufficient up to the present, the extraordinary increase in attendance has taxed the present buildings very much. Great need is felt of a new building which would give more class-rooms and afford an assembly hall for academic gatherings, lectures and dramatic entertainments. Just as great is the College's need of an athletic campus, where inter-class and intercollegiate contests may be held. It is hoped that friends of higher education may come to the assistance of the College and help it to meet these needs.

Many prospective students desire to attend the College, whom lack of means prevents from attaining their ambition. If the College had a sufficient foundation, so that the interest on the capital would meet the current expenses, it would be able to do away with all charges for tuition. This would bring the opportunities of a higher Catholic education within the reach of all, and any one can see the great benefit that would accrue from this to the Church and society in general.

BEQUESTS
LEGAL FORM OF BEQUEST
TO
Saint Ignatius College of Cleveland, Ohio

I,, hereby give, bequeath and devise to Saint Ignatius College of Cleveland, Ohio, an institution incorporated under the laws of the State of Ohio and located in Cleveland, Ohio, the following.....

.....
.....
for the uses and purposes of said Corporation.

(Signed)
Witnesses:

.....
.....

7. Acknowledgments

The College, like all private educational institutions, is dependent on its friends for every necessary aid in prosecuting and developing its work, and it trusts to their generosity and their zeal for the higher things for help in bringing desired improvements to a successful issue. The President and Faculty wish to express their grateful appreciation of the kindly spirit manifested by those who are active in forwarding the interests of the College. They wish also to acknowledge with thanks, the following donations:

Congressional Record, by Library of Congress.

Commentary on New Canon Law, by Rev. Jos. Smith.

Monthly Review, by U. S. Department of Labor.

Bulletins, by U. S. Department of Agriculture.

Bulletins and other publications by U. S. Bureau of Education.

The Ohio Public Health Journal, by Ohio State Department.

The Open Shelf, by Cleveland Public Library.

The Bulletins of the Catholic Educational Association.

Publications and Bulletins, by U. S. Geological Survey.

Twenty Volumes, by U. S. Bureau of Mines.

Fifteen Publications and Bulletins, by Ohio Experiment Station.

Collection of 450 books by Mrs. Julia A. Butler, Cleveland, Ohio.

Ascetical Work, by Rev. John A. Hayes, York, Nebr.

Publications of the Ohio Archæological and Historical Society, 27 volumes, by John J. Kilbane, Cleveland, Ohio.

Three hundred dollars for Chemical apparatus and fifteen volumes to the Scientific Section of the Library, by John P. Bork, Tiffin, Ohio.

A large collection of mineral specimens and valuable assistance by Dr. E. W. Ritter, El Paso, Texas.

An extensive collection of Copper Ore specimens, by Miss Z. Mooney, Cleveland, Ohio.

Valuable donations and assistance by M. M. McIntyre, Cleveland, Ohio.

Proceedings and Debates of the Constitutional Convention of Ohio, 1912, 2 volumes, by William J. Raddatz, Cleveland, O.

A large collection of books by Dr. Effie O. Bingham, Cleveland, Ohio.

Several volumes on Educational Topics, by Rev. W. S. Kress, Maryknoll, N. Y.

Valuable volume on Chemistry, by C. A. Grasselli.

Encyclopedia of Engineering, 7 volumes, by Michael Bosle, Cleveland, Ohio.

Valuable donations and assistance by H. D. Batchelor, Cleveland, Ohio.

Student Organizations

College Union

For years various organizations of a literary, social or athletic nature have existed among the students. To properly promote and coordinate these activities the Student body met in the fall of 1919 and formed itself into a general association known as the College Union. All classes and all other officially recognized organizations, whilst retaining their own identity, are members of this Society. The enterprise proved a success from the very start as it directed in turn the combined efforts of all the students to the successful accomplishment of the special programs of the individual organizations. A member of the faculty, appointed by the President of the College, is the Adviser of the Union.

Officers are elected at the beginning of each semester.

OFFICERS

Faculty Adviser.....Mr. Lionel V. Carron, S. J.

Feb. '20-June '20

Sept. '20-Feb. '21

President

Walter J. Kiewel, '20

Vincent M. Heffernan, '21

Vice-President

James J. Corrigan, '22

James J. Corrigan, '22

Secretary

John D. Buck, '22

Leonard A. Gerity, '22

Ass't Secretary

Robert J. Smith, '21

Walter A. Dorsey, '21

Treasurer

Vincent M. Heffernan, '21

Kenneth W. Mulholland, '23

Executive Council embracing—

The three highest officers of the students of each College year;

The chief officer of each member organization.

Sodality of the Annunciation of the Blessed Virgin Mary

Established February 2, 1891

Rev. Francis J. Haggeney, S. J., Director

The object of the Sodality of the Blessed Virgin is to foster in the students an earnest religious spirit, and especially a tender devotion to the Mother of God.

OFFICERS 1920-1921

Feb. '20-June '20

Sept. '20-Feb. '21

Prefect

John J. Tivenan

Walter A. Dorsey

Assistants

Vincent M. Heffernan

Eugene J. Chesney

John D. Buck

Cletus J. Koubek

Secretaries

Eugene J. Chesney

Joseph F. Gill

Neil O. O'Donnell

Treasurer

Philip J. O'Brien

Frank W. Knittle

Consultors

Walter A. Dorsey

James E. Maher

Cletus J. Koubek

William W. Maund

Neil O. O'Donnell

Louis S. Carrabine

Joseph F. Gill

Aloysius P. Faehrman

George E. Shea

Anthony J. Kmiecik

Kenneth W. Mulholland

Arthur J. Rieger

Anthony Kmiecik

F. Lambert McGannon

Arthur W. Walter

Hugh Smith

Frank P. Dietz

Sacristans

Arthur W. Walter

Robert P. Kennedy

Joseph A. Lembach

Frank F. McDonough

Organist

John V. Walsh

James A. Flood

The Acolythical Society

The principal object of this Society is to add beauty and solemnity to Divine Worship by an active observance of the liturgistic rites and ceremonies; as also to afford students, distinguished for excellent deportment, the honor of serving in the Sanctuary.

Mr. George C. Ring, S. J.
Director

The Apostleship of Prayer in League with the Sacred Heart

The Apostleship of Prayer in League with the Sacred Heart is a world-wide organization, of which there exists in the College a distinct and duly-erected Local Center, with membership open to all the students. The object of the association is to foster a manly and practical devotion to the Sacred Heart of Our Lord and Its interests in the world, and to put in practice the law of universal charity by mutual prayer for the intentions of all Associates.

Rev. James A. Kleist, S. J.
Director

Debating and Literary Societies

The College Literary and Debating Societies aim to stimulate interest and proficiency in literary study and production as well as in public speaking and debating. Meetings are held weekly during which well arranged programs are presented by the members, each in his turn. Extemporaneous speaking is encouraged by allotting time for general discussion among the members after the completion of the regular programs.

Three different societies are maintained. Membership in one of these is obligatory throughout each of the four college years.

Mr. Lionel V. Carron, S. J.
Director

The Students' Library

The object of the Library is to foster a taste for good and useful reading.

The Circulation Department, accessible to all students, comprises over four thousand volumes of choice literature, carefully selected with a view to the needs of the college students. Books are issued on all school days.

In the Reading Room, the leading Catholic journals and magazines, together with valuable works of reference, are placed at the service of the students, thus affording them ample opportunity of becoming acquainted with the current news, and of forming sound opinions upon important questions of the day. The Reading Room is open daily from 12 to 12:45 and 2:30 to 4:00 p.m.

A scientific section of the Library is maintained and directed in connection with the various Science Departments.

In addition students enjoy the privilege of drawing books from the Professors' Library which numbers some fifteen thousand valuable and carefully selected volumes covering many special branches of science and literature.

Mr. George C. Ring, S. J.
Librarian

Mr. William W. Maund
Assistant Librarian

The Scientific Academy

The Scientific Academy of St. Ignatius College was instituted November 8, 1915. The purpose of the Academy is to promote personal endeavor along scientific lines by having the students prepare and deliver lectures on scientific subjects before the members of the Academy. Lectures by the graduates of the college or persons engaged in scientific work are occasionally delivered in order to stimulate greater interest in the members of the Academy by showing them the wide application that science has in the various departments of life. The real work of the society, however, is to have the students themselves prepare the subjects, since the good received by them in writing a lecture is far in excess of a great many lectures heard.

OFFICERS

Feb. '20-June '20

Sept. 20'-Feb. '21

President

Leonard T. Gerity

Kenneth W. Mulholland

Vice-Pres.

Philip J. O'Brien

Patrick J. O'Reilly

Secretary

Jas. H. Smith

Paul W. Cavanaugh

Treasurer

Kenneth W. Mulholland

Leonard T. Gerity

Editor

Paul W. Cavanaugh

Louis S. Carrabine

Censor

Carl A. Turk

John J. Hynes

John J. Tivenan

Librarians

Paul W. Cavanaugh

Eugene A. Kelly

Cyril J. Marquard

Carl A. Firstos

Photog'ers

James E. Maher

James E. Maher

Frank J. Krivanek

Bernard S. Jablonski

The Athletic Association

By means of this Association, encouragement is given its members to acquire the physical development and relaxation necessary for consistent work in the class-room. Those only are permitted to play on a representative team who have attained proficiency in their various branches.

FOOTBALL

Leonard A. Smith.....Manager

Richard P. Walsh.....Captain

BASKETBALL

Arthur J. Walter.....Manager

Walter A. Dorsey.....Captain

BASEBALL

Joseph P. Dowling.....Manager

Carl A. Turk.....Captain

TENNIS

Walter A. Dorsey.....Mgr. and Capt.

Musical Department

Rev. Victor Winter, S. J.

Director

Knowing the high value of music as an educational factor the College, to encourage the students in their musical efforts,

maintains a well equipped musical department of recognized merit.

Various courses in musical theory as well as in vocal and instrumental instruction are offered. These courses are arranged to meet the requirements of the best musical schools. None but standard instruction books, etudes and works by the best masters are used. Proper credits are given for the successful completion of these courses.

Symphony Orchestra

Each year a Symphony Orchestra is organized from among the students of St. Ignatius College and the High Schools. Members can thus acquire much instruction and invaluable experience at the mere outlay of a little time.

Ninety young men, many of them of exceptional musical talent, comprise this year's membership. Besides furnishing the music for all College entertainments the orchestra annually holds several public contests. The high degree of excellence displayed in the rendition of these difficult programs amply attests the ability of Director and players and has earned for them a host of patrons and friends.

The Alumni Association

The Alumni Association of St. Ignatius College was organized in the spring of 1903 and has for its object, "to keep up the friendship of college days, to promote Catholic education and to further the interests of the College." The Association holds an annual meeting about the time of the College Commencement, and other business and social meetings at the call of the Executive Committee.

OFFICERS

James J. Laughlin, '15.....	President
Aloysius A. Bungart, '17.....	Vice-President
Charles P. Becher, '10.....	Secretary
William T. O'Brien, '10.....	Treasurer
Rev. Joseph P. Hurley, '14.....	Chaplain
William J. Raddatz, '00.....	} Executive Committee
Dr. John A. Toomey, '10.....	
Thomas X. Dunigan, '15.....	
Edward A. McDonnell, '19.....	

Student Publications

In the fall of the year 1919 "The Ignatian," a bi-weekly newspaper, was founded. Besides the regular news section a literary and a scientific section, have been added to the paper, thus widening its scope. The paper is run in conjunction with the course in Journalism and thus students are given practical experience in the managing and editing of a newspaper. The Literary Section and the Scientific Section stimulate endeavors in their respective fields.

STAFF 1920-21

Editor-in-chief.....	Vincent M. Heffernan, '21
News Editor.....	Cletus J. Koubek, '22
Ass't News Editor.....	Raymond J. Gibbons, '24
Sporting Editor.....	James J. Corrigan, '22
Business Manager.....	Leonard T. Gerity, '22
Ass't Business Manager.....	Francis X. Budjinsky, '24
Advertising Manager.....	Sylvester J. Mahoney, '21
Assistant.....	George L. Murphy, '23
Circulation Manager.....	Jos. F. Gill, '23
Ass't Circulation Manager.....	Wm. F. Fergus, '24

Expenses

General

Tuition, per Semester.....	\$40.00
Student Activities' Fee, per Semester.....	5.00

These are fixed charges on every student.

Laboratory Fees

Biology, per Semester.....	\$ 7.50
Chemistry, per Semester.....	7.50
Physics, per Semester.....	5.00
Breakage Deposit (returnable).....	5.00

Special Fees

Matriculation Fee	\$ 5.00
Graduation Fee	10.00
Fee for Conditioned Examinations, Each Subject.....	1.00
Fee for Conditioned Examinations taken on any other than the assigned day, each subject.....	2.00
Fee for Special Examinations, if subject matter of and taken on days assigned for Conditioned Examinations	1.00
Fee for Special Examinations, differing in subject matter or not taken on days assigned for Condi- tioned Examinations	2.00
Fee for Duplicate Transcript of Record or Statement of Graduation	2.00
Fee for Late Registration (on other than assigned Registration Days)	2.00

Remarks

ALL FEES are payable in full, STRICTLY IN ADVANCE, and no part of them is refundable.

TUITION is payable quarterly and STRICTLY IN ADVANCE. Tuition is refundable only in cases of protracted sickness lasting one month or more.

No student will be admitted to a semester examination or be granted any diploma or certificate until all outstanding financial accounts have been satisfactorily settled.

The date on which formal notice has been received by the Dean will be considered the DATE OF WITHDRAWAL of a student with reference to the settlement of financial accounts.

Scholarships

In the College an Annual Scholarship is provided by the donation of \$80. A permanent scholarship which entitles the founder at all times to keep one scholar, designated by him and acceptable to the Faculty, free at the College, is founded by the gift of \$2,000.00. If the founder fails to name an incumbent, the scholarship will be conferred at the discretion of the President of the College.

Donors of Permanent Scholarships

The Rev. E. W. J. Lindesmith Scholarships (two), founded by the Rev. E. W. J. Lindesmith.

The Rev. E. M. O'Callaghan Scholarships (two), founded by the Rev. E. M. O'Callaghan.

The St. Aloysius Scholarships (six), founded by the late Rt. Rev. Msgr. Felix M. Boff.

The Rev. Michael Zoeller, S. J., Golden Jubilee Scholarship, founded by St. Mary's Parish.

The Elizabeth Schweitzer Scholarship, founded by Mrs. Elizabeth Schweitzer.

The Philip H. Marquard Scholarship, founded by Mr. Philip H. Marquard, Cleveland, Ohio.

The Mrs. Philip H. Marquard Scholarship, founded by Mr. Philip H. Marquard, in memory of his deceased wife.

The Rev. Hippolyt Orlowski Scholarships (two), founded by the late Rev. Hippolyt Orlowski, of Berea, Ohio.

The Rev. John T. Carroll Scholarship, founded by the late Rev. John T. Carroll, Cleveland, Ohio.

The Pauline Vollmer Scholarship, founded by Miss Pauline Vollmer.

The Catherine Schaefer Scholarship, founded by Mrs. Catherine Schaefer, deceased, of Wooster, Ohio.

The Rev. Thomas M. Smyth Scholarships (four), founded by the Rev. Thomas M. Smyth, deceased, of East Liverpool, O.

The Michael J. Smyth Scholarship, founded by the Rev. Thomas M. Smyth, deceased, of East Liverpool, Ohio.

The Eleanor Smyth Scholarship, founded by the Rev. Thomas M. Smyth, deceased, of East Liverpool, Ohio.

The Francis M. Smyth Scholarship, founded by the Rev. Thomas M. Smyth, deceased, of East Liverpool, Ohio.

The Rev. Francis Metternich Scholarship, founded by the Rev. Francis Metternich, deceased, of Cleveland, Ohio.

An Annual Scholarship is donated by the Misses Mayme and Jennie Spitzig.

Conditions For Holding Scholarships. The Scholarships are for tuition only. The holder must defray other expenses; entrance fee, student activities fee, necessary books and stationery, science fee, graduation fee. Scholarship boys must pay these fees in full at the beginning of each term.

Annulment of Scholarships. 1. These Scholarships are not transferable, and are forfeited when, for any reason, the holder's relations with the College are severed.

2. Scholarship boys are expected to maintain a general average of 85 per cent. If they drop below this, they will be seriously warned. A general average under 80 per cent loses the Scholarship. Where sickness causes such falling in percentage, the President of the College will judge the case.

Awards

Gold Medals

Senior Philosophical Medal.—A gold medal for the highest average grades (marks) of a Senior student in Philosophical studies, is offered by the Rev. Francis T. Moran, D. D., Pastor of St. Patrick's Church, Cleveland.

Junior Philosophical Medal.—A gold medal for the highest average grades of a Junior student in Philosophical studies is offered by the Rev. Nicholas Pfeil, Pastor of St. Peter's Church, Cleveland.

College Elocution Medal.—A gold medal for the successful contestant in the Public Elocution Contest is offered by the Rev. Joseph F. Smith, Pastor of St. Philomene's Church, Cleveland.

College Oratorical Medal.—A gold medal for the best original oration delivered in the annual contest in oratory is offered by the Misses Mayme and Jennie Spitzig.

College Scientific Medal.—A gold medal is awarded annually to the college student submitting the best scientific essay written under the special conditions prescribed for the contest.

Intercollegiate English Medal.—A gold medal is offered for the best English essay prepared by a college student on the occasion of the Intercollegiate English Essay Contest.

Intercollegiate Latin Medal.—A gold medal is offered for the best Latin paper prepared by a college student on the occasion of the Intercollegiate Latin Contest.

The Junior Philosophical, the Intercollegiate English and the Intercollegiate Latin Medals will be awarded for the first time in June, 1922.

Scholarship Pins

A gold pin of distinctive design is offered for excellence in scholarship maintained throughout the scholastic year.

To obtain this reward a student must carry at least the minimum amount of studies for his respective year, and in addition must maintain, during both semesters, a grade of "A" (93 per cent or better) in all subjects with the exception that one only semester grade of "B" (85-92 per cent) will be allowed.

Scholarship pins will be awarded for the first time in June, 1921.

A student who fails in any subject during the semester examinations is thereby disqualified from all honors during that scholastic year.

Special Prizes

A purse of \$100 (\$50 for the first prize, \$20 for the second, \$15 for the third, \$10 for the fourth, and \$5 for the fifth) is offered yearly by Mr. D. F. Bremner, of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit Colleges of the Missouri Province, which are:

St. Ignatius College, Cleveland, Ohio.
St. Louis University, St. Louis, Mo.
St. Xavier College, Cincinnati, Ohio.
St. Ignatius College, Chicago, Ill.
St. Mary's College, St. Mary's, Kan.
Creighton University, Omaha, Neb.
University of Detroit, Detroit, Mich.
Marquette University, Milwaukee, Wis.
Campion College, Prairie du Chien, Wis.
St. John's College, Belize, British Honduras.
St. John's University, Toledo, Ohio.
Rockhurst College, Kansas City, Mo.
Regis College, Denver, Colo.

Intercollegiate Latin Prize

For the best Latin essay from competitors of the same colleges, a gold medal is offered by Very Rev. F. X. McMenamy, S. J., Provincial of the Missouri Province of the Society of Jesus.

Administration

Terms and Holidays

The College year begins during the second week of September and includes thirty-six weeks, which are divided into Fall and Spring terms, or semesters, of eighteen weeks each. There is a Christmas recess of about ten days and an Easter recess of four days. Classes are not held on legal holidays nor on days observed as holy days of obligation in the Catholic Church. Commencement Day takes place during the third full week in June.

Attendance

All cases of absence and tardiness are reported to the Dean's office weekly by professors and instructors.

Students not in their places at the opening of the semester must present written excuses from their parents or guardians for the delay.

Students who are not present at recitations during the twenty-four hours preceding or following the Christmas or summer recesses will be marked three absences for each recitation missed, unless permission has been previously granted by the Dean.

Absence from Term examinations will be rated as three absences; absence from a previously announced test, two absences; tardiness at or departure without permission from either of the above, one absence. Absence from Term examinations must be satisfactorily adjusted in writing to the Dean within two weeks or a grade of "F" will be recorded for the course.

Absences from laboratory courses in excess of one-sixth of the total number for the semester will cancel the registration for the course.

The maximum number of absences allowed a student in any course, *without deduction of grade* in any semester, is the same as the number of class exercises per week in that course.

For each absence in any subject up to one-tenth of the remaining regular recitation periods for the semester, deductions are made from the *final grade* of the students as computed from the daily standing and final examination, as follows:

One-half per cent for four- or five-hour studies.

One per cent for two- or three-hour studies.

For each absence in excess of one-tenth of these recitations, twice the above schedule of deductions is made.

Unless a satisfactory excuse from parents or guardian is offered in writing to the Dean upon return to class after each absence, the last two schedules of deductions will be increased by one per cent.

If a student is absent either *with or without excuse*, from twenty per cent or more of the exercises of a given class, in any semester he will be required to take an extra examination which will ordinarily cover the work gone over *during his absence*.

Tardiness in class attendance is regarded as a partial absence, unless the matter is adjusted *on request of the student* at the close of the hour. Three tardy marks will be recorded one absence.

In no case will any one absence incur two distinct penalties.

The responsibility for exact compliance with these rules of attendance rests with the student alone.

Recitation Hours

Regular class recitations begin at 9:00 A. M., and continue, with a Noon Recess, until 2:25 P. M.

Discipline

Regularity in attendance, earnest application to work assigned, conformity to the regulations, and gentlemanly conduct are required of all students of the Institution. Any serious neglect in these essential points will render the offender liable to effective correction, and even to dismissal.

The College does not hold itself responsible for offenses committed outside of its jurisdiction; yet any conduct that is detrimental to the reputation of the Institution, or that hinders the advancement or moral good of other students, is sufficient cause for suspension or expulsion.

Home Study

All the endeavors of the Faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately twenty hours each week are spent in class work; and to prepare the recitations and exercises for this work, as well as to review the matter previously seen, about two hours of preparation on the part of the student is required for each hour of lecture or recitation. Parents and guardians are, therefore, respectfully urged to insist on this application.

All omitted exercises due to absence from classes must be made up within one week after the resumption of college

duties, as appointed by the professor whose exercises were omitted, or they will be counted as failures in determining a student's grade. Where the work thus to be made up cannot possibly be supplied within the week a slight extension of time will be granted by the professor upon application of the student before the expiration of the first week. Total responsibility in this case rests with the student.

Moral Training

In its moral training the College aims at building the conscience of its students for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for this fulfillment; and, as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. The Catholic students are required to attend the classes in Christian Doctrine, to be present at prescribed Chapel exercises, to make an annual retreat and to approach the Sacraments at least once a month.

Classification of Students

No student will be advanced to a higher class if he has any conditions prior to the year in which he ranks.

Those students are ranked as Sophomores who have at least twenty-four credit hours and have completed the prescribed courses of freshman year; Juniors, those who have fifty-six credit hours and have completed the prescribed courses of the sophomore year; Seniors, those who have ninety-two credit hours and have completed prescribed courses of the junior year.

No student will be considered a candidate for graduation if he has *any deficiency* at the beginning of the second semester of the senior year.

Examinations

Examinations in all subjects are held at the close of each semester. Partial examinations and written recitations are held from time to time during the semester.

The result of a semester examination, combined with the student's class work (each to count one-half) will determine his grade for the semester.

A condition (E) due to failure in a semester examination may be removed by a supplementary examination, upon recommendation of the department concerned, with the approval of the Dean of the College. The supplementary examinations are

held during the first month of the succeeding semester. They must be taken on the days specified.

A conditioned student who desires such examination must notify the department concerned one week in advance so that examination questions may be prepared. He must also notify the Dean on or before the same day so that arrangements may be made for the examination. Removal of conditions by examinations shall not entitle the student to a grade higher than D.

A student may take only one examination to remove a condition. If he fails to pass the subject, in both the regular and supplementary examinations, he must repeat the entire subject in class.

Conditions may be incurred: (a) by a failure to satisfy the requirements of any course, which requirements include the recitations, tests and other assigned work as well as the examinations* (b) by exclusion from an examination because of excessive class-room absence; and (c) by absence, due to any cause, on a day appointed for examination, provided the work done during the semester is below passing.

Conditioned students absent from the regular supplementary examinations must present an excuse satisfactory to the Dean or receive a grade of "F" for the course. In all cases conditions must be removed during the first month of the succeeding semester or a grade of "F" will be marked for the course.

Reports

At the close of the semester examinations, a report of the student's standing is sent to the parents or guardian. The Dean should be notified if the reports are not received in due time.

Parents and guardians should observe that absence and tardiness, even though excusable, affect the class-work and, consequently, the student's standing and his chances for promotion.

Grades of Scholarship

The student's progress is indicated by the combined results of his examinations and class work. Class work is the record of the student's attendance and of his satisfactory work during the recitation periods. Each subject is estimated on

*The right to examination in any subject at the end of a semester will be refused to those who have not handed in 85 per cent of written assignments in laboratory or written work.

the basis of 100 per cent. An average below seventy-six is poor; 70 per cent is the passing mark; 59 per cent is a failure; and from 60 per cent to 69 per cent, inclusive, is reckoned a condition.

Transcripts of Records

Students wishing transcripts of records in order to transfer to another College or for any other purpose should make early and seasonable application for the same. No such records will be made out during the busy periods of examination and registration: September 5-25, January 15 to February 5, and June 1 to 25.

College Entrance

Registration

New students must make application for admission to the Registrar, and must file permission to register with him. A student will not be registered without *official* entrance records. Students entering from other colleges should first see the Chairman of the Committee on Advanced Standing.

Former students in good standing, after having paid their tuition and fees, will proceed to the Registrar to arrange their schedule for the semester.

Testimonials and Credentials

All applicants for admission to the College must present satisfactory testimonials of good moral character. A student entering from another college or institution of collegiate rank, must furnish from such institution a certificate of honorable dismissal before his credentials for scholarship will be examined by the Entrance Board.

Entrance Requirements

Candidates for admission to Freshman year must present entrance credits amounting to fifteen units representing four years of high school work. A unit is a series of recitations or exercises in a given subject pursued continuously throughout the school year. The number of class exercises required in a week for each unit shall, in general, be five. Double periods are required for laboratory courses.

Not less than a full unit will be accepted in the first year of any language. Half-units will be accepted, but only when presented in addition to integral units in the same subject, or in half-year subjects which constitute a *complete* course in themselves e. g. Solid Geometry. Any two of the biological sciences (Physiology, Botany, Zoology) may be combined into a continuous year's course equal to one unit.

I. Prescribed Entrance Requirements

(a) For the A.B. Degree

English	3 units
Mathematics	2 units
*Latin	4 units
History	1 unit
Science	1 unit

(b) For the B.S. Degree

English	3 units
†Mathematics	2.5 units
Foreign Language	2 units
History	1 unit
Science	1 unit

*Students presenting full fifteen units without the prescribed four units in Latin or without the prescribed two units in foreign language will be given an opportunity to make up these requirements during the first two years at college.

†Candidates for the B. S. degree who present fifteen units, but only two units in Mathematics, may be admitted with the obligation of supplying the other half unit during Freshman year.

II. Electives

The remaining four or five and one-half units may be selected from any subject counted towards graduation in an accredited or recognized high school, with the following restrictions:

(a) No subject may be presented for less than a half unit of credit, as explained above.

(b) Not more than one unit will be accepted in any vocational subject counted toward graduation in an accredited or recognized high school.

(c) Vocal music and physical training will not be recognized for credit.

Conditions

A condition of not more than *one unit* may be allowed to a candidate ranking above the lowest quarter of his high school class; but no condition is allowed in the *prescribed* English, Algebra or Geometry.

(a) This remaining unit may represent work not offered at entrance, and is in that case a real *deficiency*. Such students are considered as deficient students and must remove this deficiency during the first year of residence.

(b) Students offering the required number of units may fall slightly below the passing grade in one unit of work. Such students are considered as *conditioned* and must stand an examination for the removal of this condition during the Freshman year.

The work of the first year must be so arranged and so limited in amount that all conditions shall be removed and all deficiencies made good *promptly*. Deficient and conditioned students must, therefore, submit their course of study for approval to the Dean of the College.

Methods of Admission

ADMISSION BY CERTIFICATE

Admission without examination *on certificate* is granted to students from approved secondary schools as follows:

1. St. Ignatius and Loyola High Schools.
2. Secondary schools accredited by any recognized standardizing agency.
3. Secondary school accredited by Ohio State University.
4. High schools of the *first grade* in other states, which are so rated by the State Superintendent of Public Instruction.
5. Private schools and academies, not on any list, but approved, after investigation, by a vote of the Faculty of St. Ignatius College.

Credentials which are accepted for admission become the property of the College and are kept permanently on file. All credentials should be filed with the Registrar. They should be mailed at least one month before the beginning of the semester, in order to secure prompt attention. Compliance with this request will save applicants much inconvenience.

Blank forms of entrance certificates, which are to be used in every case, may be had on application to the Registrar. Certificates must be made out and signed by the Principal or other recognized officer of the school and mailed by him directly to the Registrar.

No certificate will be accepted unless the holder has spent the last year of his high school course in the school issuing the certificate. A catalogue of the school, if published, describing the course of study in detail, should accompany the certificate.

It is expected that the principal will recommend not all graduates, but only those whose ability, application and scholarship are so clearly marked that the school is willing to stand sponsor for their success at college. The College reserves the right to require entrance examinations in the case of candidates for admission whose certificates show grades below 80 per cent in the prescribed units.

The certificates should fully cover the entrance requirements of the College. Admission on school certificates is in all cases provisional. If, after admission to the College, a student fails in any subject for which a school certificate was accepted, credit for that entrance subject may be canceled.

ADMISSION BY EXAMINATION

Applicants who are not entitled to enter *on certificate* must take the entrance examinations in the entire number of required units listed on page 35. These examinations are held during the last week in June and the first week in September. The applicant may divide the examinations into two parts, taking as many as possible in June, and the remainder in September. An examination in which the applicant has failed in June may be taken again in September.

ADMISSION TO ADVANCED STANDING

College credit for work done in a secondary school in excess of the requirements for admission can be given only on examination provided through the Dean's office, and on the basis of four semester hours of credit for one unit of work.

Candidates for admission from other institutions of collegiate rank, which offer the same or equal courses of study as those at St. Ignatius College, will be granted the same standing as at the former institution upon presenting in advance of registration:

1. A certificate of honorable dismissal.
2. An official transcript of college credits, with specifications of courses and year when taken, hours and grades.
3. An official certified statement of entrance credits and conditions, showing the length of each course in weeks, the number of recitations and laboratory exercises each week, the length of recitation and the mark secured.
4. A marked copy of the catalogue of the college previously attended, indicating the courses for which credit is desired.

No student will be admitted to the College as a candidate for a degree after the beginning of the first semester of the Senior year.

Special Students

Mature and earnest students who are either lacking in the required entrance units or who wish to pursue particular studies without reference to graduation, may be admitted with the permission of the Dean, to such courses of their own choice as they seem qualified to undertake.

The work thus done by special students cannot be counted later on toward a degree at St. Ignatius College unless all entrance requirements have been satisfied.

Preparatory

The following descriptive outline indicates the amount of preparation expected in each of the subjects named:

LATIN

(a) **Grammar and Composition.** The examination in grammar and composition will require a thorough knowledge of the entire Latin grammar together with such facility in writing Latin prose as is required by one who satisfactorily completes the course of exercises prescribed by St. Ignatius High School. This course is based on Bennett's New Latin Composition.

(b) **Reading.** Cæsar's Gallic War, four books; Nepos' Lives (6) may be taken in place of two books of Cæsar; Cicero's orations against Catiline and for Archias and the Manilian Law. Cicero's De Senectute and Sallust's Catiline or Jugurthine War may be taken as substitutes for three of the above orations. Vergil, four books of the Aeneid (or their equivalent from the Eclogues, or Georgics) and Ovid's Metamorphoses. The examination will include translation at sight of both prose and verse. (Four units.)

GREEK

(a) **Grammar and Composition.** The examination in grammar will require a thorough knowledge of etymology, of the syntax of cases, the rules of concord and prepositions. A working knowledge of the epic dialect; practice in metrical reading and written scansion; practice in reading at sight. For Greek the credit is two units. Composition will be based on Xenophon and will test the candidate's ability to translate into Greek simple sentences with special reference to the use of the forms, particularly of the irregular verb, and the common rules of syntax.

(b) **Reading.** Xenophon's Anabasis, four books, or their equivalent; or Homer's Iliad or Odyssey, two books.

The examination will include translation at sight of both prose and verse. (Two units.)

ENGLISH*

(a) **Rhetoric and Composition.** The applicant should be familiar with the principles of Rhetoric as set forth in Brook's, Scott-Denney or an equivalent. The composition will test the candidate's ability to write clear, idiomatic English. The subjects will be taken from his experience and observa-

*The Uniform College Entrance Requirements in English for 1917 will be accepted as will any fair equivalent work in this department.

tion, or from the books he presents for examination. The spelling and punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

(b) Literature, 1919-1920. (a) For Reading: Cooper, *The Spy*, *The Last of the Mohicans*; Stevenson, *Treasure Island*; Poe, *Poems and Tales*; Scott, *The Talisman*; Longfellow, *Tales of a Wayside Inn*; DeQuincey, *Flight of a Tartar Tribe*; Eliot, *Silas Marner*; Shakespeare, *Julius Cæsar*; Pope, *Essay on Criticism*; Tennyson, *Idylls of the King*.

(b) For Study: Dickens, *Christmas Stories*; Irving, *Sketch Book*; Hawthorne, *Twice-Told Tales*; Scott, *Ivanhoe*; Whittier, *Snowbound*, and other poems; Sir Roger de Coverly Papers; Washington, *Farewell Address*; Webster, *Bunker Hill Oration*; Dickens, *David Copperfield*; Lowell, *Vision of Sir Launfal*, and other poems; Lamb, *Essays of Elia*; Macaulay, *Essay on Johnson*; Garraghan, *Prose Types in Newman*; Newman, *Dream of Gerontius*; Shakespeare, *Merchant of Venice*.

A knowledge of the subject matter and form of each work with an explanation of the principal allusions will be required, together with the literary qualities, so far as they illustrate rhetorical principles, a biographical outline of the authors and an account of their works. (Three units.)

FRENCH†

1. The first year's work should include careful drill in pronunciation and in the rudiments of grammar; abundant easy exercises designed to fix in mind the principles of grammar, the reading of 100 to 175 pages of graduated text with constant practice in translating easy variations of the sentences read, and the writing of French from dictation. (One unit.)

2. The second year's work should comprise the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches, constant practice in translating into French easy variations upon the texts read, frequent abstracts — sometimes oral and sometimes written — of portions of the text already read, writing French from dictation, and continued grammatical drill, with constant application in the construction of sentences. (One unit.)

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, the study of a grammar of moderate completeness, and the writing from dictation. (One unit.)

†The admission requirements in French are those recommended by the Modern Language Association of America.

GERMAN*

1. The first year's work should comprise careful drill in pronunciation; memorizing of easy, colloquial sentences; drill upon the rudiments of grammar; easy exercises, designed not only to fix in the mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; the reading of from 55 to 100 easy variations upon sentences selected from the reading lesson and in reproducing from memory sentences previously read. (One unit.)

2. The second year's work should comprise the reading of 150 to 200 pages of literature in the form of easy stories and plays, practice in translating into German the substance of short and easy, selected passages, and continued drill upon the rudiments of grammar. (One unit.)

3. Advanced work should include, in addition to the two courses above, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, abstracts, paraphrases, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the more technical points of the language. (One unit.)

HISTORY

The candidate will be expected to show on examination such general knowledge of each field as may be required by the study of an accurate text-book of not less than 300 pages. The examination will call for comparison of historical characters, periods and events, and, in general, for the exercise of judgment as well as of memory.

1. **Ancient History.** Comprising Oriental and Greek History to the death of Alexander, and Roman History to 800 A. D., with due reference to Greek and Roman life, literature and art. (One unit.)

2. **Mediaeval and Modern History.** From the death of Charlemagne to the present time. (One unit.)

3. **English History.** With due reference to social and political development. (One-half or one unit.)

4. **American History.** With special stress upon the national period, and Civil Government. (One-half unit each.)

MATHEMATICS

Elementary Algebra and Plane Geometry are required for admission to all courses; the other subjects are optional, unless otherwise indicated above.

*The admission requirements in German are those recommended by the Modern Language Association of America.

1. **Elementary Algebra.** Algebra through Quadratics. The points to be emphasized are: Rapidity and accuracy in performing the four fundamental operations, factoring and its use in finding the greatest common factor and the lowest common multiple, radicals, the solution of linear equations containing one or more unknowns, the solution of quadratic equations, and the statement and solution of problems. (One unit.)

2. **Plane Geometry.** The usual theorems and constructions of good text-books. Attention should be paid to the solution of original exercises and numerical problems and to the subject of loci. It is desirable that a short course in practical Geometry should precede the study of formal Geometry. (One unit.)

3. **Solid Geometry.** The usual theorems and constructions of good text-books. Attention should be paid to the solution of original exercises and numerical problems and to the subject of loci. (One-half unit.)

4. **Intermediate Algebra.** Theory of quadratic equations, remainder theorem, radicals with equations involving them, imaginary and complex numbers, ratio and proportion, variation, arithmetic and geometric progressions and graphs. (One-half unit.)

5. **Advanced Algebra.** This includes permutations and combinations, the binomial theorem for positive integral exponents, logarithms, convergency and inequalities. (One-half unit.)

6. **Trigonometry.** Plane Trigonometry as presented in the best modern text-books. Especial attention should be paid to accuracy, neatness, and the proper arrangement of the work. (One-half unit.)

NATURAL SCIENCES

Physics. One year's daily work in Physics, of which one-third should be laboratory work. The student should possess a thorough knowledge of the elementary principles of mechanics, heat, light, sound, electricity and magnetism, as presented in such text-books as Millikan and Gale or Carhart and Chute. Note-books on the work done in the laboratory, certified by the instructor, must be presented at the time of entrance. (One unit.)

Chemistry. One year's daily work in Chemistry, of which one-third should be laboratory work. The student should possess a thorough knowledge of the general laws and theories of chemistry and should be familiar with the occurrence, preparation and properties of the common elements and their compounds as presented in such text-books as McPherson

and Henderson, Storer and Lindsey or Remsen. Note-books on the work done in the laboratory, certified by the instructor, must be presented at the time of entrance. (One unit.)

Zoology. One year's daily work in Zoology as presented in the text-books of Linville and Kelly, Jordan or Kellogg, with work in the laboratory and the field. A note-book on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. (One unit.)

Botany. One year's daily work in Botany as presented in Bergen, Atkinson or Coulter. A note-book, certified by the instructor, describing the work done in the laboratory and the field, must be presented at the time of entrance. (One unit.)

General Biology. A combined course in Botany and Zoology, extending throughout the year, as presented in Hunter's Essentials of Biology or an equivalent text. A note-book on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. (One unit.)

Physical Geography. One year's daily work in Physical Geography as treated in the text-books of Tarr, Davis or Dryer, with training in the laboratory and the field. Note-books on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. (One unit.)

Curriculum

The College Courses extend through four years and embrace instruction in the Departments of Philosophy, Economics, Sociology, Education, Language, Literature, History, Science, and Mathematics. The aim of the courses is to give the student a complete liberal education, which will train and develop all powers of the mind, and will cultivate no one faculty to an exaggerated degree at the expense of the others. The college ideal is not to foster specialization, but to cultivate the mind, to build up and strengthen true character, and to impart that accuracy of thought and reasoning and that breadth of view which must ever be the foundation as well of more advanced scholarship as of eminence in the professions or other stations in life.

Undergraduate Degrees

The following degrees are conferred:

A. B., Bachelor of Arts;

B. S., Bachelor of Science;

Ph. B., Bachelor of Philosophy.

The A. B. degree is conferred if the candidate's course has included two years of college Latin, and a Major in any one of the departments of Languages, Philosophy, Social Sciences, Education.

The B. S. degree is conferred on one who has concentrated his studies, particularly during the last two years of college, on Science or Mathematics.

The Ph. B. degree is conferred on candidates whose chief work has been in one or two of the following departments: Philosophy, History, English Literature, Economics, Political Science, Education, Sociology.

Requirements for the Baccalaureate Degrees

The conditions for the Baccalaureate degrees are the following:

1. The satisfactory completion of the four years' course leading to the degree for which the student is a candidate.

2. A written thesis approved by the Dean of the College and presented on or before April 15th of the year in which the degree is expected to be conferred.

3. All work in order to be accepted in fulfillment of any requirement for the degree must be completed with grade D (70—76) or over, and three-quarters of the work must be of grade C (77—84) or above.

4. A fee of ten dollars payable in advance.

The honorary degree of Doctor of Laws (LL.D.) may be conferred at the discretion of the Board of Trustees upon those who have deserved well of the community in Literature, Science, or the Professions.

All applicants for a degree should file their application with the Dean and present all their credits on or before the 15th of April.

Requirements for Degrees

1. Amount of Work

In order to receive a degree, a student is required to complete 128 semester hours of work, three-fourths of which must be of C grade or better.

The requirements for graduation include:

1. A certain amount of prescribed work, especially in the freshman and sophomore years;

2. A major and two minors, usually to be taken during the junior and senior years; and

3. Free electives, which afford opportunity either for broader culture or for greater specialization as the student may choose.

4. At least one college year in residence, at St. Ignatius College.

The *semester hour* is the unit or standard for computing the amount of a student's work. A semester hour is defined as one lecture, recitation or class exercise, one hour in length per week, for one semester. Two hours of laboratory work are equivalent to one recitation hour. Two hours of preparation on the part of the student is required for each hour of lecture or recitation.

Regular work for Freshmen is *sixteen* hours per week. For all others it may be from *fifteen to eighteen* hours. No candidates for a degree will be allowed to register for fewer than twelve hours of work.

No Freshman may register for more than sixteen hours without special permission of the faculty, and such registration is not allowed to any student in his *first semester of residence*.

In case of students of longer attendance, advisers may grant permission to take studies up to eighteen hours a week after the standing of the student in *each study* of the semester is examined and found to be B (85) or over.

Students who drop a study without permission will be marked F on the Registrar's books. If a student is permitted at his own request to drop a course after attending the class for five weeks or more, he will be given a grade of F, which

will become a part of the permanent records just as if he had failed at the end of the course.

No credit will be granted any student for more than forty hours in any department, including credits earned in the freshman year, except:

1. When a student is writing a thesis, he may count in addition to the forty hours, the hours of the course in which he does his thesis work.

2. In the department of English, a student may take forty hours in addition to Rhetoric 1—2.

2. Quality of Work

A student's grade of scholarship in each of his subjects is determined by the combined results of examinations and class work. The grades assigned are the following:

ABOVE PASSING	BELOW PASSING
A 93—100, Excellent	E 60—69, Conditioned
B 85—92, Good	F 0—59, Failed
C 77—84, Fair	I—Incomplete*
D 70—76, Passed	X—Absent

These grades are not given out to the students by the professors, but are regularly issued from the office of the Dean of the College.

Any student who desires to remove an Incomplete, must first obtain from the Registrar a blank form for presentation to the instructor in charge of the course. This blank when signed, must be filed with the Registrar *within one week* from the time of the semester examination. A fee of \$1.00 is charged for blanks obtained after the specified time.

*A student may be reported Incomplete, if some small portion of his work remains unfinished, providing his standing in the course has been of grade C or higher. To secure credit, this work must be completed within *one month* after the beginning of the following semester; otherwise the course will be recorded as of grade E.

3. Character of Work

I. SUBJECT REQUIREMENTS

(a) *Prescribed subjects for the A. B. Degree.**

English	12	Mathematics	6
Latin	16	History	6
Modern Language	16	Philosophy	15
Science	8	Evidences of Religion	8
Public Speaking	4		

(b) *Prescribed subjects for the B. S. Degree.*

English	12	Mathematics	6
Modern Language	16	History	6

*Students taking Greek may omit Mathematics in Freshman and postpone History of Sophomore to the Junior year.

Science	16	Philosophy	15
Public Speaking	4	Evidences of Religion	8

(c) *Prescribed subjects by years.*

BACHELOR OF ARTS

Freshman

<i>First Semester</i>	<i>Credit Hrs.</i>	<i>Second Semester</i>	<i>Credit Hrs.</i>
Latin, 1, 9	4	Latin, 2, 10	4
English, 3	3	English, 4	3
Science	4	Science	4
*Greek or Mathematics, 1	3	Greek or Mathematics, 2	3
†Evidences of Religion . . .	1	Evidences of Religion . . .	1
Public Speaking	1	Public Speaking	1

Sophomore

Latin, 3, 11	4	Latin, 4, 12	4
History, 1, or Greek	3	History, 2, or Greek	3
Modern Language	4	Modern Language	4
English, 5	3	English, 6	3
Evidences of Religion . . .	1	Evidences of Religion . . .	1
Public Speaking	1	Public Speaking	1

Junior

Logic, 1	3	Modern Language	4
Psychology, 3	3	Psychology, 4	3
Modern Language	4	Evidences of Religion . . .	1
Evidences of Religion . . .	1	Public Speaking	1
Public Speaking	1	Major & Minor Electives	
Major & Minor Electives			

Senior

Metaphysics, 6	3	Ethics, 7	3
Evidences of Religion . . .	1	Evidences of Religion . . .	1
Major & Minor Electives		Major & Minor Electives	

BACHELOR OF SCIENCE

Freshman

<i>First Semester</i>	<i>Credit Hrs.</i>	<i>Second Semester</i>	<i>Credit Hrs.</i>
English, 3	3	English, 4	3
Mathematics, 1	3	Mathematics, 2	3
Modern Language	4	Modern Language	4
Science	4	Science	4
†Evidences of Religion . . .	1	Evidences of Religion . . .	1
Public Speaking	1	Public Speaking	1

†The prescribed courses in Evidences of Religion will be required only of Catholic students.

Sophomore

English, 5	3	English, 6	3
Modern Language	4	Modern Language	4
Science	4	Science	4
History, 1	3	History, 2	3
Evidences of Religion...	1	Evidences of Religion...	1
Public Speaking	1	Public Speaking	1

Junior

Logic, 1	4	Psychology, 4	3
Psychology, 3	3	Evidences of Religion...	1
Evidences of Religion...	1	Public Speaking	1
Public Speaking	1	Major and Minor Electives	
Major and Minor Electives			

Senior

Metaphysics, 6	3	Ethics, 7	3
Evidences of Religion...	1	Evidences of Religion...	1
Major and Minor Electives		Major and Minor Electives	

Candidates for degrees must attend any course of lectures, or any other exercises that have been or may be authorized, and equipped by the Faculty, even though such courses receive no value in credits.

II. GROUP REQUIREMENTS

A candidate for a bachelor's degree must complete a major in at least one department, and a minor in each of two other departments,

(a) One of which is correlated to the major.

(b) The other, a free or unrestricted minor, to be chosen from another group.

The various subjects of instruction are divided into three groups as follows:

<i>Group I</i>	<i>Group II</i>	<i>Group III</i>
English	Economics	Astronomy
French	Education	Biology
German	Ethics	Chemistry
Greek	History	Geology
Latin	History of Philosophy	Mathematics
Public Speaking	Logic	Physics
	Metaphysics	
	Psychology	
	Sociology	

For the degree of Bachelor of Arts the Major study must be selected from Group I or Group II. For the degree of Bachelor of Science the Major study must be selected from Group III.

Courses in Philosophy from Group II amounting to 18 semester hours in addition to Logic I will be accepted as a Major in Philosophy.

MAJOR

Each student before the end of the sophomore year must elect courses from some one department, to be known as his major, which must comprise not less than eighteen semester hours.

A major may be changed only by the consent of the Dean and of the heads of the departments concerned, and such change will be permitted only upon the distinct understanding that all the courses prescribed in the major finally chosen shall be completed before graduation.

MINOR

A minor consists of not less than twelve hours in one department. The correlated minor must be chosen from the same group as the major; the unrestricted minor may be chosen from either of the remaining groups.

As a rule, Freshmen courses or their equivalents will not be counted towards satisfying the requirements in semester hours of Majors or Minors.

MAJORS

Biology
Chemistry
Education
English
French
German
Greek
History

Latin
Mathematics
Philosophy
Physics

CORRELATED MINORS

Chemistry, Geology
Geology, Mathematics, Physics
History, Philosophy, Psychology
French, German, Greek, History, Latin
German, Greek, Latin, Spanish
French, English, Greek, Latin
English, French, German, Latin
Economics, English, Philosophy, Political
Science
English, French, German, Greek
Astronomy, Philosophy, Physics
Economics, History, Psychology
Astronomy, Chemistry, Mathematics

ELECTIVES

The remaining hours of work required for graduation may be taken in any of the other courses offered.

In the choice of electives, each student must be guided by his prospective future work. He must ascertain, moreover, that such courses are open to his class; that he has fulfilled the prerequisites, and that there will be no conflict in the schedule of recitations or laboratory periods.

First year courses in a foreign language will not be accepted for credit towards a degree unless followed by a second year course in the same language.

Elections for the second term must be filed by members of the upper classes with the Dean on or before January 15th, and for the first term on or before May 20th.

REFERENCE STUDY AND RESEARCH

1. Students taking courses in Philosophy shall prepare and submit *each month* (beginning with October and ending with April in Senior year) a paper of 2,000 words dealing with the development of some specific topic of the subject matter treated in class.

2. Students taking courses in History and Social Sciences will be required to hand in two papers each semester. These papers are to contain not less than 1800 words; and at least one of the four papers thus submitted during the year should give unmistakable signs of original research.

3. All such and other prescribed written assignments will be held to strictly as pre-requirements for graduation, for the fulfillment of which no student will be allowed any extension of time beyond the 15th of April of his Senior year.

Departments and Courses

1. As a rule, odd numbers indicate first semester courses ; even numbers second semester courses.

2. In all (a) beginning and (b) year courses both semesters must be completed for credit toward a degree.

3. The Faculty reserves the right to refuse to offer a course listed below for which there is not a sufficient number of applicants.

ASTRONOMY

1. **Descriptive Astronomy.** Fundamental astronomical facts and principles: astronomical co-ordinates: the celestial sphere. Astronomical instruments. The sun, moon and eclipses. The planets, comets, meteors. Constellations, clusters and nebulae. *Three hours credit.*

2. **Spherical and Practical Astronomy.** The theory and use of astronomical instruments, such as the sextant, transit, altazimuth, equatorial, position micrometer, spectroscope, etc. Computation of eclipses, construction of eclipse maps. Introduction to celestial mechanics. Orbits of planets and satellites. *Three hours credit.*

BIOLOGY

1. **Introductory Zoology.** An introduction to the elements of general morphology and physiology. Studies are made of a graded series of invertebrate types illustrating the increase of complexity of form as correlated with division of function. More detailed examination is made of those groups which include many parasitic forms. Lectures, and recitations two hours a week; laboratory four hours a week, first semester, *Four hours credit.*

2. **Comparative Anatomy of the Vertebrates.** An intensive study of type forms. The value of the structure studies as basal elements of vertebrate anatomy and the principles of homology in the various groups are elaborated in the lectures. Lectures two hours a week; laboratory, four hours a week. Second semester. *Four hours credit.*

3. **Embryology (General).** Maturation, fertilization, cleavage in various typical forms. Gastrulation and embryo formation in the Chordates, Acrania, Pisces, Amphibia, and Aves are studied and compared with some care. Two lectures and four laboratory hours per week. First semester. Prerequisite, Zoology 1 and 2 or equivalent. *Four hours credit.*

4. **Embryology (Organogeny).** A continuation of Course 3. A study of the development of systems based on

laboratory work on the chick and pig. Two lectures, and four laboratory hours per week. Second semester. Pre-requisite, Courses 1, 2, 3 or their equivalent. *Four hours credit.*

CHEMISTRY

1-2. General and Inorganic Chemistry. A course of experimental lectures and problems combined with laboratory work. The laboratory work of the second semester includes a brief course in qualitative analysis. 1a, 2a. Lectures 2 hours a week. Both semesters. 1b, 2b. Laboratory 4 hours a week. Both semesters. *Eight hours credit.*

3. Qualitative Analysis. Six hours a week. One semester. Pre-requisite: Course 1-2. *Three hours credit.*

4. Quantitative Analysis. Lectures and laboratory work. Eight hours a week. One semester. Pre-requisite, Course 1, 2 and 3. *Four hours credit.*

5-6. A Combined Course in Inorganic Chemistry and Analytic Chemistry. Covers compendiously and necessarily with less thoroughness the essential matter of Courses 1-2, 3 and 4. For those who are not taking Chemistry as their major.

5a-6a. Lectures two hours a week. Both semesters. *Four hours credit.*

5b-6b. Laboratory 4 hours a week. Both semesters. *Four hours credit.*

The second semester of laboratory is devoted to analytical work, qualitative and quantitative .

7. Organic Chemistry. Pre-requisite, Courses 1-2 and 3 or 4.

7a. Lectures 2 hours a week.

7b. Laboratory 4 hours a week. First semester. *Four hours credit.*

8. Organic Chemistry. Pre-requisite Courses 1-2 and 3 or 4 and 7.

8a. Lectures 2 hours a week.

8b. Laboratory 4 hours a week. Second semester. *Four hours credit.*

9-10. Physical Chemistry. 9a.-10a. Lectures 2 hours a week dealing with the general principles of the subject, with the properties of matter and its phase and energy relations. Two semesters. *Four hours credit.*

9b-10b. Laboratory 4 hours a week. Measurement of densities of gases and liquids, of boiling points and freezing points; practice with spectrometer, polarimeter, refractometer and various physico-chemical apparatus. Pre-requisite: Physics, Course 1, and Chemistry, Course 1. Two semesters. *Four hours credit.*

ECONOMICS

1. **Principles of Economics.** The economic principles involved in the production, exchange, distribution and consumption of wealth. Study of textbook supplemented by lectures, discussions and assigned readings. *Three hours credit.*

2. **Economic History of the United States.** The development of agriculture, commerce and manufacturing industry from Colonial times to the present day. Study of textbook with assigned readings on special topics. *Three hours credit.*

EDUCATION

1. **Philosophy of Education.** The principles underlying all Christian education, and the relative values of different educational agencies and curricula when tested by these principles. Lectures, discussions, required reading and reports.

Three hours credit.

2-3. **General Psychology. (Philosophy 3-4.)** Beginning with an explanation of the cerebro-spinal nervous system, this course leads on to the study of the phenomena of sensuous and rational life, and then treats of the origin, nature and destiny of the human soul, and the union of soul and body. Must accompany or precede Course 7. Required of Juniors.

Three hours credit.

4. **Educational Psychology.** A study of established psychological processes and procedure; prevalent errors in psychology and their influence on recent and contemporary educational theory and practice; physical growth and mental development; the psychology of adolescence; instinct, heredity and individuality; attention, interest, appreciation, association, memory and habit, and their application to the problems of education and the class room. Courses 2-3 pre-requisite and essential.

Three hours credit.

5. **History of Ancient and Mediaeval Education.** The development of educational ideals, systems, institutions and methods of early times, through Jewish, Greek, Roman and early Christian civilization, down to the Renaissance.

Two hours credit.

6. **History of Modern Education.** The Renaissance and humanistic studies; effects of the Reformation; Catholic reaction; the Jesuits and higher education, a survey of systems, movements and tendencies in educational ideals and methods during the sixteenth, seventeenth, eighteenth and nineteenth centuries; recent and contemporary educational thought and tendencies in England, France and Germany, and especially in the United States. Lectures, readings and investigations of special problems.

Two hours credit.

7. **History of Education.** A brief survey of educational theory, institutions and practice during ancient and modern

times, with special emphasis on the more recent educational movements of Europe and America. *Three hours credit.*

8. School Management. The meaning and aim of the educative process and the function of this aim in class-room organization and control; motivation of school work; routine procedure; gradings and promoting; the real function and character of the curriculum; assignments, study and recitations; the effective measurements of school processes and products; the influence of personality upon the professional effectiveness of the teacher; professional ethics. *Three hours credit.*

9. High School Administration. An investigation of the problems, aim, organization and procedure in the administration and supervision of secondary schools, public and private; the relationship of superintendent, principal, teachers, parents and pupils; certification of teachers, rating of teachers and teacher efficiency; school surveys, standardizing agencies, processes and progress; school construction, equipment and control. *Three hours credit.*

10. Principles of Secondary Education. The development of secondary education in America and in other countries; its relations to elementary and higher education; program of studies, criteria of subject values; history, purposes, organization and methods of the Junior high school; vocational and industrial education; organization and reconstruction of curricula with reference to the various needs of typical communities and present day life; textbooks and apparatus; the psychology of high school subjects. *Three hours credit.*

11. Observation of Expert Teaching. A systematic observation of classes taught in St. Ignatius and Loyola High Schools and a written report of such observations as outlined by the head of the department. *One hour credit.*

12. Practical Work in Teaching. During the second semester each student will prepare thirty recitations and teach them in St. Ignatius and Loyola High Schools under the supervision of a critic teacher. *Two hours credit.*

ENGLISH

1. Rhetoric and Composition. A course in the essentials of Rhetoric and in the various modes of composition. Required of Freshman students who are deficient in the theory or practice of correct English. *Three hours credit.*

2. Advanced Rhetoric. A systematic course based on textbooks, in the theory of rhetoric, the study of style, and the requisites of the various species of writing. Required of Freshmen as in Course 1. *Three hours credit.*

3. Poetry. Theories of English Prosody: Saintsbury, Patmore, Lanier, Bridges, Hopkins. The part played by Latin Christian hymns in determining the metrical principle

of modern languages. Italian influences in Elizabethan and Caroline verse. French influences in Restoration verse. The influence of Mallory and of the ballads on late poetry. The Romantic revival: Wordsworth and Coleridge. The Pre-Raphaelites. The Catholic revival: Patmore, Francis Thompson and others; contemporary Catholic poets. The poetry of the twentieth century. Free verse. *Three hours credit.*

4. The Short Story; the English Novel. (a) The Short Story. The theory and technique of the short story; its development and various kinds. Reading and appreciation of short stories, and composition in the form. (b) The Novel. The principal purpose of this course is to study the technique of the novel and the various schools of fiction and their tendencies, with special attention to their ethical and literary value. The historical development will be briefly surveyed. *Three hours credit.*

5. Oratory. The theory of oratory; analysis and study of oratorical masterpieces; historical study of the great orators. The preparation of briefs, the composition and delivery of short addresses, speeches for occasion, debates, and at least one formal oration will be required. *Three hours credit.*

6. Shakespeare. Shakespeare's life, influence, sources of his drama; an acquaintance by reading and assignments with the Shakespearean literature of criticism; a study of the chief plays, especially in comparison with those of other dramatists. *Three hours credit.*

7. The Modern Drama. This course will be confined to English and American drama, though some of the continental influences will be noted and analyzed. The more noteworthy plays of the chief dramatists from Goldsmith and Sheridan to the present will be read. *Three hours credit.*

8. English Prose. Its development; from Sir Thomas More to Dryden. The subjective essay; from Cowley to Lamb; some modern masters. The article and review, in criticism, politics, history, philosophy and religion; Coleridge, Hazlitt, Landor, Macaulay, Carlyle, Matthew Arnold, Lionel Johnson. The historians and biographers. *Three hours credit.*

9. Newman. His commanding position in the religious intellectual life of the nineteenth century; life and associations at Oxford; Catholic life; his philosophy of education in the "Idea of a University;" his controversial, apologetic and homiletic works; the great Christian protagonist in the warfare of modern rationalism; the acknowledged perfection of form in his prose. *Three hours credit.*

10. Journalism. (a) Ethics of journalism; a brief survey of the history of journalism, its development, and a discussion of its present tendencies. (b) The technology of the

pressroom, news gathering and reporting; preparation of copy; copy-reading, proof-reading, interviewing and editing. Field work will be required and co-operation with the College periodicals. *Three hours credit.*

11-12. Early English Literature. A general survey of the origin and development of the periods to 1750; chief writers and characteristics. Required of Sophomores.

Two hours credit.

13-14. English Literature. An outline history of modern English literature, with required readings and assignments to cover subjects not provided for in other courses.

Two hours credit.

15. American Literature. An historical survey, with especial emphasis on the chief influences and writers.

One hour credit.

EVIDENCES OF RELIGION

1. Christian Revelation; The Church. Revelation in general; Christianity a revealed religion; Patriarchal and Mosaic Revelation; divine origin of the Christian Revelation. The Church; its institution and end; Constitution of the Church.

One hour credit.

2. The Church; God and Salvation. Marks and Teaching Office of the Church; Holy Scripture and Tradition; the rule of Faith. God the Author and Restorer of our salvation; God considered in Himself; One in Nature; His Existence, Nature, Attributes, Unity; The Trinity.

One hour credit.

3. Creation and Redemption. Creation; the spiritual world; the material world. Man and the Fall. God the Redeemer; the Person and Nature of the Redeemer; the work of Redemption.

One hour credit.

4. Grace and the Sacraments. Actual, habitual and sanctifying grace; infused and acquired virtues; Pelagianism, Jansenism, Naturalism and other errors refuted. The Sacraments in general; Baptism; Confirmation; the Holy Eucharist as a Sacrament and as a Sacrifice.

One hour credit.

5. The Sacraments; Morality and Virtue; Eschatology. The Sacraments of Penance, Extreme Unction, Holy Orders and Matrimony; Sacramentary errors refuted. The basis of morality; law, conscience and free will; moral good and moral evil. The Christian's duties toward God; natural and supernatural virtues; Faith, Hope and Charity; the Last Things.

One hour credit.

6. Divine Worship; Christian Perfection. Internal and external worship due to God; direct and indirect acts of worship; veneration of the Saints. The Christian's duties toward self and neighbor; works of supererogation.

One hour credit.

7. Sacred Scripture. Biblical Canonics and Hermeneutics. Facts, nature and extent of inspiration. The Bible and Science. Explanation of difficulties drawn from geology, astronomy, biology, paleontology and evolution.

One hour credit.

8. Scripture Reading. Readings from the Old and New Testament; comparative study of Greek text, and Latin and English versions.

One hour credit.

FRENCH

A. Elementary French. Careful drill in pronunciation. The rudiments of grammar, including the inflection of the regular and more common irregular verbs; the order of words in the sentence; colloquial exercises; writing French from dictation; easy themes; conversation. First semester.

Four hours credit.

B. Elementary French. (Continued.) Mastery of all the rare irregular verb forms; uses of the conditional, subjunctive; syntax. Reading of graduated texts, with constant practice in translating into French portions of the text read; dictation, conversation. Second semester.

Four hours credit.

C. Intermediate French. Reading, conversation, prose composition, letter-writing, exercises in French syntax. Prerequisite: French A and B or equivalents. First semester.

Four hours credit.

D. Intermediate French. (Continued.) Grammar review, with special attention to problems in syntax. Detailed written abstracts of texts read. Letter-writing. Conversation. Second semester.

5. Modern French Prose. The study of novels or short stories by modern French prose writers; Erckmann-Chatrian, Bazin, Corneille; Chateaubriand and others. Grammar and composition based on a French text.

Three hours credit.

6. French Poetry of the Nineteenth Century. Readings from Alfred de Vigny, Alfred de Musset, Lamartine and others, with an introduction to French versification. Selections committed to memory.

Three hours credit.

7. French Oratory. A study of the French orators and their works; Bossuet, Bourdaloue, Massillon, Fléchier; prose composition; private reading.

Three hours credit.

8. The French Drama. The reading of dramas chosen from such authors as Corneille, Molière, Racine, together with a study of their lives and works.

Three hours credit.

GEOLOGY

1. Dynamical and Structural Geology. Atmospheric, aqueous and igneous agencies and their work. Rivers. River and marine deposits. Glaciers. Earth movements. Volcanoes.

Earthquakes. Classification of rocks. Metamorphism. Mineral deposits. Coal, oil and natural gas. Mountain formation and topography. *Three hours credit.*

2. Historical Geology. Evolutions of the earth. Fossils and their significance. Geological eras, periods, epochs and corresponding systems. The prevalent species of plants and animals of the successive geological ages. The advent of man. *Three hours credit.*

GERMAN

A. Elementary German. This course is intended for students who have not presented German for admission. Grammar, pronunciation, colloquial exercises, easy themes, translation from prose selections. First semester.

Four hours credit.

B. Elementary German. (Continued.) Weak and strong verbs; the use of the modal auxiliaries; the chief rules of syntax and word-order; selections in prose and verse; dictation based upon the readings; frequent short themes; conversation; memorizing of poems. Second semester.

Four hours credit.

C. Intermediate German. Rapid review of grammar; dictation; prose composition. Open to students who have credit for German A and B, or who have presented elementary German for admission. First semester.

Four hours credit.

D. Intermediate German. (Continued.) The more difficult points of syntax; special problems of grammar. Reading of selected texts. Dictation and themes based upon the reading. Memorizing of poems. Second semester.

Four hours credit.

5. German Prose Writers. The study of novels or short stories by German prose writers; Freytag, Hauff, Herbert, Stifter, Novalis, Brentano, Eichendorff.

Three hours credit.

6. German Poetry. Readings from German ballads and lyrics. Selections committed to memory. Special attention is given to the study of rhythm and metre.

Three hours credit.

7. The German Epic. *Dreizehnlinden*, Weber; *Der Trompeter von Säkkingen*, Scheffel; selections from other epic poems.

Three hours credit.

8. The German Drama. Dramas of Goethe, Schiller and Lessing. Selections from Ansenruber, Hebel, Wildenbruch.

Three hours credit.

9. History of German Literature. A general survey of the history of German literature from its earliest beginnings to the period of Frederick the Great; collateral reading.

Three hours credit.

10. History of German Literature. A general outline of the literature of the eighteenth and nineteenth centuries, dealing mainly with the writers of the first importance.

Three hours credit.

11. Scientific Reading. For students preparing for scientific courses which require a facility in the reading of scientific literature. Prerequisite: German A and B.

Text: Dippold's *Scientific German Reader*, current scientific literature; monographs. One semester. *Two hours credit.*

GREEK

A-B. Elementary Greek. A course intended for those who enter without Greek, *Beginners' Greek Book*; Xenophon, *Anabasis*; prose composition based on Xenophon. Four hours. First and second semesters.

Eight hours credit.

1. Homer. Selected portions of the *Iliad* or *Odyssey*; Homeric dialect; outline of Greek epic poetry. First semester.

Three hours credit.

2. Plato. *The Apology and Crito*; the life and teaching of Socrates; contemporary Greek history. Second semester.

Three hours credit.

3. Demosthenes Lysias. Demosthenes, *Philippics*; Lysias, selections; history of the development of Greek oratory. First semester.

Three hours credit.

4. Demosthenes; Sophocles. Demosthenes, *The Crown*; Sophocles, *Antigone*, with lectures on the Greek drama. Second semester.

Three hours credit.

5. Greek Lyric Poets; Herodotus. Selections from the lyric poets; Herodotus, selections; Greek historians and historical sources.

Three hours credit.

6. Sophocles; Euripides. Sophocles, *Oedipus Tyrannus* or *Oedipus Coloneus*; Euripides, *Medea*.

Three hours credit.

7. Thucydides; Aristophanes. Thucydides, *The Sicilian Expedition*, selections, Book VI—VIII; Aristophanes, *Clouds* or *Birds*.

Three hours credit.

8. Aeschylus. *Prometheus Bound*, or *Agamemnon*.

Three hours credit.

9-10. Prose Composition. Practice in the writing of simple Greek. To be taken in connection with Course 1 and 2. Both semesters.

Three hours credit.

11-12. Prose Composition. An advanced course; to accompany Courses 3 and 4. Both semesters.

Two hours credit.

13. History of Greek Literature. A general course in Greek Literature. One semester.

Two hours credit.

HISTORY

1. Western Europe from the Renaissance to 1815. Sophomore year. First semester.

Three hours credit.

2. Western Europe since 1815. Sophomore year. Second semester. *Three hours credit.*

Courses 1 and 2 are prerequisite to all other history courses and, in view of their culture and informational value, are required of all undergraduates. Ordinarily taken in Sophomore or Junior year. Applicants must offer a full semester course in mediæval history as outlined in any of the standard secondary school texts.

Methods of instruction is typically the informal lecture based on textbooks recommended by the Department and supplemented by oral recitations, quizzes, class-room discussions, collateral reading, written tests and occasional research tasks in the library. At least two papers designed to afford practice in original presentation of historical data are required in each course.

3. American History to the Reconstruction Period. This course, with the following, aims to bring into relief the outstanding influences that have shaped the history of the United States from the Colonial Period to our own, stressing for this purpose topics of import for the social, economic and political development of the nation. Junior or Senior year. First semester. *Three hours credit.*

4. American History since the Reconstruction Period. Supplementary to Course 3, with similar aims and methods of instruction. Bears in its later phases on conditions and circumstances that led to America's participation in the Great War, with the resulting stimulus to a clearer national consciousness of the significance and value of American citizenship. Junior or Senior year. Second semester. *Three hours credit.*

5-6. Special Topics in European History. Courses dealing intensively with certain outstanding events, movements and institutions of direct bearing on the history of the Church. Topics thus treated will be among others, the Origin and Early Influence of the Papacy, the Temporal Power of the Popes, the Holy Roman Empire, the Controversies over Investitures, Mediæval Religious Life, the Mendican Friars, Mediæval Universities, the Great Schism, the Collapse of Religious Units in the Sixteenth Century, the Catholic Reaction, Missionary Enterprise in the Spanish Colonies, etc. Research courses giving opportunity to the student to deal freely with source-material and to compare his findings with the treatment of the topics in the best secondary authorities. Senior year. Both semesters. *Six hours credit.*

7. Contemporary History. A course to apply the methods of historical evidence and research to current events. Senior year. One semester. *Two hours credit.*

8. Historical Method. The principles of historical evidence, the processes of historical research, scientific method in

history, the rival claims of literature and science in historical composition, biography. Senior year. One semester.

Two hours credit.

LATIN

A-B. Elementary Latin. Daily practice in oral and written themes; essentials of syntax. First semester. *Cæsar, De bello Gallico*, four books; thorough study of syntax with frequent themes. Bennett's *New Latin Prose Composition*. Second semester. *Eight hours credit.*

C. Cicero; Sallust. Orations against Catiline I—III; selections from *De Senectute* and the *Bellum Catilinae*. Themes from Bennett's *New Latin Prose Composition*.

Four hours credit.

D. Virgil; Cicero. *Aeneid*, translation and interpretation with studies in Greek and Roman mythology; Cicero, *Pro lege Manilia*. Themes as in Course C. *Four hours credit.*

The above courses, A, B, C and D are intended for students who enter with insufficient preparation in Latin, but will not be accepted in fulfillment of the required college Latin.

1. **Virgil; Horace.** Virgil, *Aeneid VII—XII*, Horace, *Ars Poetica*. Selections from Christian hymnology. First semester. *Three hours credit.*

2. **Livy.** Selections from Books XXI and XXII; a study of Livy's style; elements of change from the prose of the Ciceronian age. Second semester. *Three hours credit.*

3. **Horace; Cicero.** Horace, selected *Odes* and *Epodes*. Cicero, *Pro Milone*, with special references to its rhetorical and argumentative qualities, *De Amicitia* or *De Senectute*. First semester. *Three hours credit.*

4. **Horace; Tacitus.** Horace, selected *Epistles* and *Satires*; a study of the chief characteristics of Roman satire; Horace's philosophy of life; Tacitus, *Agricola* and *Germania*; the prose of the Empire. Second semester. *Three hours credit.*

5. **Cicero; Juvenal.** Cicero, *Quaestiones Tusculanae*, with a study of his position as a philosopher; Juvenal, selected *Satires*. One semester. *Three hours credit.*

6. **Plautus; Terence.** Selected plays. One semester. *Three hours credit.*

7. **Pliny; Seneca.** The letters of Pliny the Younger, with a study of literary and social conditions at the end of the first century after Christ. Seneca, selected letters. One semester. *Three hours credit.*

8. **Roman Political Institutions.** The king, the gentes, the patricians, the clients; the rise and growth of the Republican Constitution, the senate, the magistracies, the people, the assemblies, etc. One semester. *Two hours credit.*

9. **Latin Composition.** Principles of Latin idiom and style. Kleist's *Aids to Latin Composition*. Required of students taking Courses 1 and 2. First semester.

One hour credit.

10. **Latin Composition.** A continuation of Course 9. Second semester.

One hour credit.

11. **Latin Writing.** Advanced course. Translation of selected passages from English classic authors. Kleist's *Practical Course in Latin Composition*. Intended to accompany Courses 3 and 4. First semester.

One hour credit.

12. **Latin Writing.** A continuation of Course 11. Second semester.

One hour credit.

13. **Ecclesiastical Latin.** Hymns and homilies, selected from the Breviary and other sources. One semester.

Two hours credit.

14. **History of Roman Literature.** A general course in Roman Literature. One semester.

Two hours credit.

MATHEMATICS

A. Advanced Algebra. A course for those who present but one unit of Algebra for entrance to college. The work starts with a review of Elementary Algebra, and then takes up such subjects as are usually given in a third-semester high school course of Algebra. Can only be counted as an elective.

Two hours credit.

B. Solid Geometry. A course for those who have not had solid geometry in high school. Cannot be counted in fulfillment of the requirements in Mathematics.

Two hours credit.

1. **College Algebra.** After a brief review of the foundations, the following topics are treated: variables and limits, binominal theorem, series, logarithms, determinants, and theory of equations. For Freshmen. Prerequisite: Entrance Algebra, one and one-half units; and Plane Geometry.

Three hours credit.

2. **Plane Trigonometry.** The six elementary functions for acute angles; goniometry; solution of right and oblique triangles; graphs of the functions and solution of simple trigonometric equations. For Freshmen.

Three hours credit.

3. **Spherical Trigonometry.** The right spherical triangle, Napier's rules, formulas and methods for the solution of the general triangle. Open to students who have had Mathematics 2.

Two hours credit.

4. **Surveying.** The theory, use and adjustment of instruments; methods of computation and arrangement of data; practical field work and topographic map-making.

Three hours credit.

8. **Plane Analytic Geometry.** Loci and their equations. The straight line; the circle; the parabola, ellipse, and

hyperbola; transformation of co-ordinates; polar co-ordinates. Open to Sophomores and Juniors. *Three hours credit.*

6. Solid Analytic Geometry. An introductory treatment of the point, plane, straight line, and surfaces of revolution. Open to Sophomores and Juniors. *Three hours credit.*

7. Differential Calculus. Fundamental notions of variables; functions, limits, derivative and differentials; differentiation of the ordinary algebraic, exponential and trigonometric functions with geometric applications to maxims and minims, inflexions, and envelopes; Taylor's formula.

Three hours credit.

8. Integral Calculus. The nature of integration; elementary processes and integrals; geometric applications to area, length, volume and surface; multiple integrals; use of infinite series in integration.

Three hours credit.

PHILOSOPHY

1. Formal Logic. This will comprise the customary treatment of formal logic with added emphasis on inductive reasoning and the informal reasoning of everyday life and of literature. One semester.

Three hours credit.

2. Introduction to Philosophy. This course sets before the student the meaning and scope of philosophy and introduces him to the principal problems of philosophical discussion; the problem of reality, the problem of knowledge and the problem of conduct. One semester.

Three hours credit.

3. Psychology. Beginning with an explanation of the cerebrospinal nervous system, this course leads on to the study of the phenomena of sensuous life; sense perception, imagination and memory, sensuous appetite, movement and feeling. First semester.

Three hours credit.

4. Psychology. A continuation of Course 3, embracing the study of the phenomena of rational life; the origin and development of intellectual concepts, rational appetency, free-will and determinism. The latter part of the semester is given to rational psychology: the origin, nature and destiny of the human soul, the union of the soul and body. Second semester.

Three hours credit.

5. Metaphysics. In this course are treated the subjects usually included under Ontology and Cosmology: the notions of being, act and potency and accident, relation and cause; the origin of the material universe; the constitution of inorganic bodies, organic life, the laws of physical nature, miracles. First semester.

Three hours credit.

6. Metaphysics. The first part of this course is devoted to Natural Theology, including: the idea of God, the proofs for the existence of God, the attributes of God, and free-will, the divine action in the universe, providence.

The second part of the course is taken up with questions of epistemology: truth and error, the nature and fact of certitude, the value of human testimony, the criterion of truth. Second semester. *Three hours credit.*

7. **Ethics.** In this course are treated the subjects belonging to general theory; the nature of the moral act, the distinction between moral good and moral evil, moral habits, natural and positive moral law, conscience, rights and duties. First semester. *Three hours credit.*

8. **Ethics.** The application of the general principles of ethics to particular, individual and social rights and obligations: the right to property, life, honor; the rights and obligations of domestic society, marriage and divorce; civil society, its nature and forms; the rights of civil authority; church and state; the ethics of international relations, peace and war. Second semester. *Three hours credit.*

9. **History of Ancient Greek Philosophy.** In ancient Greek philosophy attention is directed primarily to the teachings of Socrates, Plato and Aristotle and to the systems of Stoicism and Epicureanism. Plotinus is taken as representative of the Alexandrian movement; and St. Augustine is studied as the most conspicuous example of the early Christian philosopher. This course is carried on by means of lectures and recitations and the reading of representative selections. Turner's *History of Philosophy* is used as the basis of lectures and recitations. First semester. *Two hours credit.*

10. **History of Mediaeval and Modern Philosophy.** In the study of mediaeval philosophy attention is centered on the origin and development of Scholastic philosophy and on the system of St. Thomas as the most complete synthesis of mediaeval thought. In the division of modern philosophy, Descartes, Locke, Hume, Kant, Hegel and Spencer are taken for special study. Among present day tendencies, the revival of Scholasticism and the trend towards realism are noticed. De Wulf's *Mediaeval Philosophy* is made the basis of the treatment of Scholastic Philosophy and Turner's *History of Philosophy* is used as the text for modern systems. Lectures, recitations, readings and discussions. Second semester. *Two hours credit.*

PHYSICAL EDUCATION

1. **Physical Training.** Indoor elementary gymnastics; outdoor athletics and games. Two hours a week.

A medical and physical examination is given to every student engaged in gymnasium work. No student may register in any branch of athletics without a medical examination.

2. **Physical Training.** Instruction in heavy apparatus, track and field athletics. Two hours a week.

PHYSICS

1-2. General Physics. Mechanics, Sound, Light, Heat, Magnetism and Electricity. Prerequisite: Plane Trigonometry.

1a-2a. Lectures, experimental demonstrations and recitations, two hours per week. Both semesters.

Four hours credit.

1b-2b. Laboratory, four hours per week. Both semesters.

Four hours credit.

3-4. Advanced Physics. A more mathematical treatment of Mechanics, Molecular Physics, Light and Heat. Must be preceded or accompanied by a course in Calculus.

Prerequisite Course 1-2. Lectures four hours per week. Both semesters.

Eight hours credit.

5-6. Electricity and Magnetism; Radioactivity; the Electron Theory. Must be preceded or accompanied by Calculus. Prerequisite: Course 1-2. Lectures, four hours per week. Both semesters.

Eight hours credit.

7-8. Experimental Physics. Advanced laboratory work in Mechanics, Molecular Physics, Light and Heat. A few lectures are given on the theory of physical measurements and measuring instruments with special attention to the computation of results. Six hours per week. Two semesters. Prerequisite: Course 1-2.

Six hours credit.

9-10. Experimental Physics. Advanced laboratory work in Electricity and Magnetism. Accurate measurement of current, resistance, electromotive force, capacity; magnetic properties of iron and steel; use of electrometer and potentiometer; a practical study of the properties of direct and alternating currents and of the principles underlying the construction of dynamo-electric machinery. Six hours per week. Both semesters. Pre-requisite: Course 5-6.

Six hours credit.

11. Electric Oscillations and Electromagnetic Waves; Radio Communication. Lectures two hours per week. One semester. Prerequisite: Course 1-2 and a Course in Calculus.

Two hours credit.

PUBLIC SPEAKING

1. Principles of Vocal Expression. Practical training in the fundamentals of effective speaking. Instruction on the management of the breath; methods of acquiring clear articulation; correct and refined pronunciation; direct, conversational and natural speaking; inflection; qualities of voice and their use; purity, range and flexibility of tone. Individual criticism and conference with the instructor.

One hour credit.

2. Gesture and Technique of Action. The study of poise; posture, movement and gesture; spontaneity of expression; correction of mannerisms; power and pathos; ease, grace

and effectiveness of delivery. Class exercises, criticism and conferences. *One hour credit.*

3. Argumentation and Debating. A practical training for those students who have taken or are taking the course in oratory prescribed under English 5. Thought development; division and arrangement; argumentative, persuasive and demonstrative speeches; a finished argument and the fallacies of argument; the essentials of parliamentary law and practice; manner of conducting deliberative assemblies. Class exercises. Individual criticisms and conferences. *One hour credit.*

4. The Occasional Public Address. Informal public addresses; the presentation of business propositions before small or large audiences; impromptu and extempore speaking; after-dinner talks. Speeches for various occasions. Class exercises, individual criticisms and conferences. *One hour credit.*

5-6. Practical Oratory and Debating. The aim of this course is to afford special training in public speaking. To this end strict parliamentary practice is followed throughout. The literary and oratorical exercises include declamations and elocutionary reading; criticism and discussion of interpretation and delivery; the composition and reading of short stories, poems and essays; orations illustrative of rhetorical principles; extemporaneous speaking; the knowledge and application of parliamentary law; debates. *Two hours credit.*

SPANISH

A-B. Elementary Spanish. Grammar: De Vitis. Parts of speech; regular conjugations; study of the Indicative Mood, difference of tense meanings; Imperative; use of the simpler idioms. Pronunciation, composition and conversation. Pittaro's *Spanish Reader*. Credit not given unless the full course is completed. *Four hours credit.*

C-D. Intermediate Spanish. Advanced grammar; idiomatic uses of the prepositions; irregular verbs, verbs requiring a preposition. Composition and conversation. Reading: Alarcon, *El Capitan Veneno*; Colona, *Lecturas Recreativas*. *Three hours credit.*

5-6. Composition and Conversation. Open to students who have completed Course A-B or who have presented two units of Spanish for admission. Cool; *Spanish Composition and Conversation*; Valers, *El Pájaro verde*; Alarcon, *Ovelas Cortas*. Two hours, both semesters. *Four hours credit.*

7. Commercial Spanish. Must be preceded by or taken concurrently with Spanish C-D. Practice in colloquial Spanish, commercial forms, letter-writing and advertisements. Luria, *Correspondencia Commercial*; current journals and other literature. *Three hours credit.*

8. Modern Prose. Luis Coloma, *Jeromín, Boy, La Reina Martín*; José María Pereda, *Peñas arriba, Cuentos y novelas*; Saj, *Europa salvaje*; Fernán Caballero, *La Gaviota, Clemencia*; Valvueda, *Estudios criticos*. Three hours credit.

Register of Students From 1920 to 1921

<i>Name</i>	<i>Degree</i>	<i>Year</i>
Acker, Aloysius J.....	A.B.....	Junior
Ambrose, James J.....	A.B.....	Freshman
Aylward, Joseph L.....	A.B.....	Sophomore
Birkbeck, Stanley J.....	B.S.....	Sophomore
Bittenz, Francis	A.B.....	Freshman
Bitzan, Francis J.....	A.B.....	Sophomore
Brady, Charles F.....	A.B.....	Freshman
Brandabur, John J.....	A.B.....	Freshman
Bricks, Ambrose G.....	B.S.....	Junior
Budjinsky, Francis X.....	A.B.....	Freshman
Burke, Edmund J.....	A.B.....	Freshman
Campbell, James E.....	A.B.....	Junior
Carlin, Clarence J.....	A.B.....	Junior
Carrabine, Louis S.....	A.B.....	Freshman
Carroll, Louis G.....	A.B.....	Junior
Casey, Vincent D.....	A.B.....	Sophomore
Cavanagh, Gerald F.....	B.S.....	Sophomore
Cavanaugh, Paul W.....	A.B.....	Sophomore
Chesney, Eugene J.....	A.B.....	Junior
Code, Adelbert T.....	A.B.....	Freshman
Corcoran, Owen	B.S.....	Freshman
Corrigan, James J.....	A.B.....	Junior
Creadon, William F.....	A.B.....	Freshman
Daly, Daniel J.....	A.B.....	Freshman
Dalton, Milo Q.....	A.B.....	Sophomore
Dambach, Robert A.....	A.B.....	Freshman
Dietz, Francis T.....	A.B.....	Sophomore
Dorsey, Walter A.....	A.B.....	Senior
Dowling, Joseph P.....	A.B.....	Junior
Drees, Clayton H.....	A.B.....	Freshman
Driscoll, James H.....	A.B.....	Freshman
Eichelberger, Jack R.....	A.B.....	Freshman
Ely, Edward C.....	B.S.....	Freshman
Faehrman, Aloysius P.....	A.B.....	Freshman
Fallon, Francis G.....	A.B.....	Sophomore
Fedor, Joseph T.....	B.S.....	Sophomore
Feighan, Joseph	B.S.....	Freshman
Fergus, William T.....	B.S.....	Freshman
Firstos, Carl L.....	A.B.....	Freshman

Fleming, John J.....	A.B.....	Freshman
French, Christopher J.....	A.B.....	Freshman
Gallagher, John F.....	A.B.....	Junior
Gallagher, Joseph	B.S.....	Sophomore
Gallagher, Stewart C.....	A.B.....	Senior
Gavan, John P.....	A.B.....	Freshman
Gerity, Leonard T.....	A.B.....	Junior
Gibbons, Raymond J.....	A.B.....	Freshman
Gill, Joseph F.....	A.B.....	Sophomore
Gilmore, Patrick F.....	A.B.....	Junior
Grdina, Anthony J.....	A.B.....	Sophomore
Grdina, Francis A.....	A.B.....	Freshman
Gressle, George A.....	B.S.....	Junior
Greulich, Bert C.....	B.S.....	Freshman
Guerink, Henry J.....	A.B.....	Freshman
Haessly, Thomas L.....	A.B.....	Freshman
Hanna, Harry A.....	A.B.....	Junior
Hanulya, Joseph E.....	A.B.....	Sophomore
Heffernan, Vincent M.....	A.B.....	Senior
Heisser, Edward M.....	A.B.....	Freshman
Henley, Henry P.....	A.B.....	Freshman
Hill, Albert A., A.B.....	B.S.....	Postgraduate
Hitch, Fred I.....	A.B.....	Sophomore
Hlavin, Vincent F.....	B.S.....	Freshman
Hofer, Henry J.....	A.B.....	Freshman
Hreha, John A.....	A.B.....	Freshman
Hynes, John J.....	A.B.....	Freshman
Jablonski, Bernard S.....	A.B.....	Junior
Johnson, Carlton S.....	B.S.....	Freshman
Jordan, James J.....	A.B.....	Junior
Joyce, William J.....	B.S.....	Freshman
Kalapos, Edward	A.B.....	Freshman
Keegan, Howard T.....	A.B.....	Freshman
Keller, Paul E.....	A.B.....	Freshman
Kelly, Eugene A.....	A.B.....	Sophomore
Kilway, David A.....	A.B.....	Sophomore
Kmiecek, Anthony J.....	A.B.....	Freshman
Kmiecek, James P.....	A.B.....	Freshman
Knittle, Frank W.....	A.B.....	Sophomore
Koch, George K.....	B.S.....	Sophomore
Kolcum, Michael A.....	B.S.....	Junior
Koubek, Cletus J.....	A.B.....	Junior
Kovacs, Andrew	A.B.....	Sophomore
Krivanek, Francis J.....	B.S.....	Sophomore
Kropfli, Harry F.....	A.B.....	Sophomore
Krummert, Joseph G.....	A.B.....	Sophomore
Kuederle, Leonard A.....	A.B.....	Senior
Kunes, James J.....	A.B.....	Freshman

Lang, Francis A.....	A.B.....	Freshman
Lembach, Joseph A.....	A.B.....	Junior
Logan, John	A.B.....	Freshman
Lynch, Justin F.....	A.B.....	Freshman
McCann, Charles J.....	A.B.....	Sophomore
McCarthy, Edward R.....	A.B.....	Sophomore
McCarthy, Martin B.....	B.S.....	Freshman
McFadden, Edward J.....	A.B.....	Freshman
McGinness, William F.....	B.S.....	Freshman
McIntyre, T. Bart.....	A.B.....	Freshman
McKay, Stanley A.....	A.B.....	Freshman
McLaughlin, John A.....	A.B.....	Freshman
Maher, James E.....	A.B.....	Sophomore
Mahony, Leo	A.B.....	Junior
Mahony, Sylvester J.....	A.B.....	Senior
Maund, William W.....	A.B.....	Sophomore
Mey, Earnest A.....	A.B.....	Junior
Moorhead, Robert G.....	A.B.....	Freshman
Muhich, John J.....	A.B.....	Freshman
Mullee, Eugene L.....	B.S.....	Freshman
Mulholland, Kenneth W.....	A.B.....	Sophomore
Mulrooney, John J.....	A.B.....	Sophomore
Murphy, George L.....	A.B.....	Sophomore
O'Donnell, Cornelius O.....	A.B.....	Junior
Ogrin, Joseph J.....	A.B.....	Freshman
Olszewski, William D.....	B.S.....	Freshman
O'Reilly, Patrick J.....	A.B.....	Sophomore
Osborne, Bartley T.....	A.B.....	Freshman
Patterson, Charles J.....	A.B.....	Junior
Patterson, Kent J.....	A.B.....	Freshman
Patton, Anthony J.....	A.B.....	Junior
Rice, John, Jr.....	A.B.....	Sophomore
Rieger, Arthur J.....	A.B.....	Freshman
Rieger, John V.....	B.S.....	Junior
Ring, Albin C.....	B.S.....	Freshman
Samerdyk, Bronislaus D.....	A.B.....	Sophomore
Scanlon, Charles P.....	B.S.....	Sophomore
Smith, Ernest J.....	A.B.....	Sophomore
Smith, George M.....	A.B.....	Freshman
Smith, James E.....	A.B.....	Sophomore
Smith, Leonard A.....	A.B.....	Senior
Smith, Robert J.....	A.B.....	Senior
Spernoga, John F.....	A.B.....	Freshman
Stasney, Raymond J.....	A.B.....	Senior
Stawski, John	B.S.....	Sophomore
Stock, William D.....	B.S.....	Freshman
Tooman, John A.....	A.B.....	Junior
Towell, Thomas W.....	B.S.....	Freshman

Turk, Carl A.....	A.B.....	Sophomore
Urda, John J.....	A.B.....	Sophomore
Walsh, Richard P.....	A.B.....	Sophomore
Walter, Arthur J.....	A.B.....	Junior
Weber, John A.....	A.B.....	Freshman
Wesnitzer, Alphonse A.....	B.S.....	Sophomore
Westropp, Russel H.....	A.B.....	Senior
Wikisal, Daniel J.....	A.B.....	Sophomore
Zubeck, Michael J.....	A.B.....	Freshman
Zucker, Albert J.....	B.S.....	Sophomore
Zwilling, Frank G.....	A.B.....	Sophomore

Degrees Conferred

The following students received the Degree of Bachelor of Arts on June 17, 1920:

Cavanagh, Ignatius

Kiewel, Walter J.

Steyer, Clement E.

Award of Prizes

Senior Class Medal—Walter J. Kiewel

Junior Class Medal—Vincent M. Heffernan.

Sophomore Class Medal—Cletus J. Koubek

Freshman I Class Medal—Joseph F. Gill

Freshman II Class Medal—James E. Maher

Oratorical Medal—Francis G. Fallon

Elocution Medal—John J. Tivenan

Scientific Medal—Paul W. Cavanaugh

Intercollegiate English, Second Prize—Cletus J. Koubek

Tenth Place—Eugene J. Chesney.

Intercollegiate Latin, Third Place—Cletus J. Koubek

Fourth Place—Raymond R. Matousek

Eighth Place—Edmund J. Horne

Announcements

For 1921-1922

Matriculation—As the Registrar must have an approved list of Entrance credits before Registration, students should obtain blanks for this purpose from the Registrar as soon as possible. These must be filled out by the principal of the last school attended, and should be filed with the Dean not later than August 15th. Office hours 9 to 12 A. M.

Entrance Examinations—September 9-12, 9:30 A. M.

Registration—September 13-14, 9:30-12:00 A. M.

Conditioned Examinations—

September 15, 9:30 A. M.: Languages and Evidences of Religion.

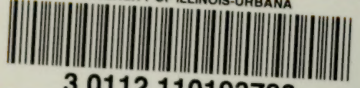
September 16, 9:30 A. M.: Sciences, Mathematics, History and Philosophy.

Sessions Begin—September 19, 9:00 A. M.

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